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Massachusetts Department of Education

Bureau of Equal Educational Opportunity

SCHOOLS FOR THE CITY

FROM THE STATE TO THE CITY: STATE AID FORMULA

By

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With assistance from

Constance Cox

Model Cities Bulletin 1: October 1971
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M E M O R A N D U M

TO:

FROM: Charles L. Glenn

DATE: October, 1971

SUBJECT: Introducing "Schools for the City"

The enclosed document is the first in a series of monographs and bulletins which we hope will be useful to Model Cities parents and staff, and to other individuals concerned about urban education.

This series is being prepared under the terms of a contract between the Department of Housing and Urban Development and the Massachusetts Department of Education. The contract calls for technical assistance, and staff of the Department will also be available to work with local groups, agencies, and school systems to meet their various needs.

Ms. Catherine Minicucci is the author of this monograph, and will be the editor of the series. Contributors will include both Department of Education staff and other individuals knowledgeable about the problems of and resources for urban education in the Commonwealth.

A second report, on federal categorical programs is in preparation. Cathy is looking for suggestions of other topics on which reports might be prepared.

Call her at 617-727-5882 if you have any ideas.

This series will not be Department position papers, but are an extension of the oral briefings and periodic memoranda which this Bureau has been providing over the past year. We will attempt to make them as factual as possible, and we will ask the authors to indicate clearly when their comments represent their own opinions.

The Department of Education serves many groups and must meet the needs of every part of the Commonwealth. This Bureau has a particular mandate to help the Department meet the needs of minority groups and urban education in general. This series will represent the particular focus of the Bureau of Equal Educational Opportunity. We look forward to working with you closely in the year ahead.

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Introduction

> "We have determined that this funding scheme [based on local property taxes with resultant wide disparities in school revenue] invidiously discriminates against the poor because it makes the quality of a child's education a function of the wealth of his parents and neighbors. ... Education in our public schools is a fundamental interest which cannot be conditioned on wealth. ... We can discern no compelling state purpose necessitating the present method of financing. We have concluded, therefore, that such a system cannot withstand constitutional challenge and must fall before the equal protection clause."
>
> Serrano V. Priest, L.A. No. 29020 (Cal.Sup.Ct. Aug. 30, 1971).

The landmark Serrano case in California has focused national attention on state public school financing schemes as they discriminate against poor children due to differences in local tax bases. Serrano's revolutionary import lies in the representativeness of the California school financing system. As in 48 other states, California public schools rely on a mixture of local property tax, state and federal support with local property taxes providing the largest input by far. In each school district, the amount of funds raised by the property tax depends upon the property tax base--the total assessed value of taxable property in the district--and the tax rate. The Serrano court emphasized extreme disparity among the tax bases of different school districts and the fact that poorer communities make a greater tax effort through a higher tax rate.

Serrano breaks new ground in education law: it provides the first explicit holding that education is a fundamental right on a par with the right to vote, travel, and conduct a criminal defense. The legal significance of the court's holding is that it requires that any curtailment of the right to education be justified by a compelling state interest. In Serrano, the state's interest in maintaining local responsibility for education, while important, was held insufficient to justify the resulting discrimination against poor districts and poor children--and local control could have been preserved by other, less discriminatory schemes. Application of the compelling state interest test to education could mean the end of other educational practices, such as charging book or locker fees to poor children or denying bilingual education to children of non-English speaking background.

Some Serrano critics fear the demise of local control over education, but this need not result. While Serrano puts an end to inter-district disparities in per pupil expenditures that result from differences in wealth, ample latitude remains for schemes which allow different financial contributions that result from different tax rates.[1] A crucial aspect of the school finance picture is not discussed in Serrano: municipal overburden. The property tax base of cities is "overburdened" by having to support city services as well as education. Any system designed to overcome the disparity which the court recognizes in Serrano must take into account the varying ability of cities and towns to pay for education and other municipal services.

Much of the impact of Serrano will depend on the future of the litigation, including a possible definitive Supreme Court pronouncement.

The following discussion focuses on the school finance picture in Massachusetts: the present system of state aid and proposals for new schemes of allocating tax revenues for education. Because of the timeliness of the issue, and the magnitude of state aid involved, we at the Bureau of Equal Educational Opportunity have chosen this topic to begin our series on Schools for the City.

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1. Legal analysis of Serrano V. Priest from "California Supreme Court Voids School Finance Scheme Used in 49 States," a memorandum prepared by Mr. Stuart Abelson, Esq. of the Harvard Center for Law And Education.

Defining the Problem

Children in Massachusetts receive vastly different educations depending on where they live. For example, Malden spends $637.00 per child for education while Brookline spends $1,323.00. The inequity which this difference illustrates arises from the present system of school finance in Massachusetts. Local school expenditures come from property taxes, so the quality of training a child receives is directly linked to the wealth of the community in which he resides.

State aid to education in Massachusetts, while its distribution scheme is designed to eliminate differences in local wealth, is ineffective and in some cases may increase disparities.[1] The finance system is made up of two elements; taxation to generate revenue and distribution schemes to allocate money. Massachusetts' total support of its public schools is above average in dollars per pupil, yet it ranks fiftieth in the nation in the ratio of expenditures for education to income resources.[2] Massachusetts relies more on local taxes to pay for school costs than does the United States as a whole. The national average local share for education costs is 52% while in Massachusetts it is [illegible]7%. This heavy use of the property tax in Massachusetts results in a regressive tax system - low and middle income people pay more for schools than do rich people. It could be said that the Massachusetts property tax amounts to a 5% sales tax per year for shelter.[3] So while Massachusetts is a rich state (and spends slightly above average for schools) it places a heavy burden on low and middle income property owners to support its public schools.

On the local level, one measure of ability to pay property taxes is equalized valuation per school attending child. Roughly it represents the amount of wealth backing up each school age child whether in public or private school. Equalized valuation is set by the local community and adjusted to 100% valuation by the State Department of Corporations and Taxations. Equalized tax rate is the amount of tax paid on

$1,000 of equalized assessed valuation. Per pupil expenditures in the public schools are closely related to equalized valuations while equalized tax rates show a strong inverse relationship to equalized valuation per school attending child. For illustration, compare these three Boston area communities:

Community	Equalized Valuation Per SAC	Equalized Tax Rate	Per Pupil Expenditure
Somerville	$15,879	$88.04	$659
Quincy	$21,284	$64.78	$814
Needham	$32,384	$39.00	$921

Source: *Massachusetts Teachers Association, Research Bulletin No. 701-9, 1970 Background Data and Profile Sheets for Comparing School Districts in Respect to Payment of Adequate Salaries to Teachers.*

Thus, people living in poorer cities and towns pay higher taxes and receive fewer educational services than people living in richer towns and suburbs.

State Aid to Education

State Aid to education in Massachusetts is of two types: Chapter 70 aid ($204.3 million in 1970) and categorical aid ($73.7 million). Chapter 70 aid is distributed each year to cities and towns by a formula, called the NESDEC formula, which attempts to equalize the wide gap between rich and poor school districts. The formula, devised by the New England School Development Council, was adopted by Massachusetts in 1966. In its pure form it would have distriuuted money in inverse proportion to the wealth of a community. Limitations added in the political process in the legislature severely impair the intended equalizing impact of the formula. Steven Weiss estimates that the present state aid formula now operates in an anti-equalizing manner. It correlates +.04 with wealth.[4]

Categorical aid is not distributed in an equalizing manner in Massachusetts. Ryan points out that 50% of all special education and vocational education aid discriminates against poor communities as do all flat grants.[5] If categorical aid were distributed in an equalizing manner it would help to diminish the current wide gap in per pupil expenditure between rich and poor school districts.

How NESDEC Works

The NESDEC Chapter 70 formula is as follows:

$$100\% - 65\% \frac{\text{(equalized valuation local/SAC)}}{\text{(equalized valuation state/SAC)}} = \text{School aid percentage}$$

School aid percentage is then applied to reimbursable costs. The formula aims to give each community 35% of its reimbursable costs

for education. Reimbursable costs are all school costs except: transportation, school lunch, special education, vocational education, last year's state aid and all federal aid to education. The reimbursable expenditure used in the school aid formula must fall between 80 and 110% of the state average reimbursable expenditure per child multiplied by the number of public school children in the community. Thus if a city has less than 80% state reimbursable expenditure, its state aid is determined by multiplying state average reimbursable expenditure by the NAM (net average membership in the public schools) in the town. If over the 110% state average, the 110% figure is used.

While wealth of a community is determined by amount of property per school age child, actual aid is determined in many cases by the number of public school children and the expenditures for public schools. Old industrial cities with many parochial school children often receive less state aid than suburbs with few parochial school children.

The formula operates in an obscure manner. It has been aptly described as "a tangled skein of legalese, educational jargon, incongruities, inconsistencies and improprieties, with some plain nonsense sprinkled in for good measure."[6] The obscurity is due to severe limitations on the basic formula. First, no community may receive less than 15% or more than 75% of its reimbursable costs. Second, no community receives less than their aid from the previous system of state aid. This is called the "save harmless clause." The full funding of Chapter 70 has lessened the impact of this clause. Daniere estimates that these two limitations alone reduce the formula's correlation with need from -.96 to -.47.[7] Third, the aid a community received the year before from the state is not counted in reimbursable costs, which creates a yo-yo effect.* A community's aid goes up and down from year to year. A fourth limitation is the 15% additional state aid given to communities that form regional school districts. Since regional school districts have been formed in small towns and suburbs, the 15% boost has not gone to urban areas. All regional vocational education schools have been built in suburbs and small towns.

The NESDEC system of school aid does not take into account differing income levels of cities and towns. Two communities, with the same equalized valuation per capita, may have much different income per capita and thus different ability to pay property taxes for schools. Compare the following communities with similar equalized valuation per school attending child and different income levels.

* House Bill 2017 as amended will remove the yo-yo effect by restoring the previous year's state aid to the reimbursable expenditures of a school district. If this bill is enacted, the yo-yo effect will no longer present a problem.

Community	Equalized Valuation Per SAC	Income Per Capita*
Concord	$32,180	$3700
Lincoln	$33,467	$5650
Everett	$41,336	$2420
Manchester	$41,047	$3450

High per capita income makes it easier to pay for education and other municipal services through property taxes. Two towns may have the same school aid percentage, but the high income, high per pupil expenditure community will receive more state aid as a percentage of reimbursable costs than the low income, low per pupil expenditure town.

The pure NESDEC formula is a "percentage equalizing" scheme in that it attempts to give aid in inverse proportion to a community's wealth as measured by its equalized valuation per pupil. It has an incentive feature built-in that the more a local community spends, the more it receives from the state. The state reimburses local districts for a percentage of education expenditures of the year before. This incentive feature discriminates against poorer towns with less equalized valuation per pupil. Since their tax base is smaller than richer towns, they spend less per pupil and thus receive less state aid.

The incentive aspect of the NESDEC formula discriminates against cities which spend a smaller proportion of their tax dollars for education. Cities must spend more money for services like police, fire, recreation (which benefit suburban residents who come to the city) than towns and suburbs. Cities have "municipal overburden" which is not taken into account in the present NESDEC formula. The following figures illustrate the municipal overburden factor:

City	Equalized Valuation Per Child	Equalized Tax Rate	% Tax Dollar Spent For Schools
Boston	$14,422	$133.28	17%
Springfield	$14,267	$65.50	42%
Suburbs			
Dedham	$26,618	$32.00	63%
Longmeadow	$26,070	$48.00	66%

Source: MTA, *Research Bulletin No. 701-9.*

Since the present system of state aid for education does not consider school expenditures in relation to other demands on a community's property tax dollar it does nothing to alleviate municipal overburden.

Municipal overburden also effects categorical aids to education in Massachusetts. Communities with high equalized valuation per school attending child and high per capita income can support a high per pupil expenditure with the help of state matching grants. If local school districts must match dollar for dollar for vocational education, special education, school lunch etc., rich districts have an enormous advantage over poor districts. This advantage is reflected in the following figures:

State Categorical Aid Per Pupil*

Lowell	7.91
New Bedford	24.07
Fall River	65.68
Lexington	87.00
Weston	140.00
Brookline	62.10

Source: *Massachusetts Department of Education, Research and Development, Source and Application Statement for FY 1969/70.*

The heavy burden on a shrinking property tax base in Lowell severely impairs its ability to support school costs from property taxes and to acquire state aid in the various categorical programs.

The pure NESDEC formula implies negative aid to some wealthy communities - they would pay in revenue to the state but not receive any state aid in return. The legislature placed a minimum of 15% to prevent negative aid from occurring. Thus communities like Brookline, Lincoln, Newton and Cohasset receive 15% Chapter 70 aid to help maintain their sizeable per pupil expenditures.

Alternatives to Present State Aid

Various proposals to alter the present system of state aid in Massachusetts are being put forth for public discussion. The recent decision by the California Supreme Court in the Serrano case will give impetus to reform of state finance systems all over the country in that the court ruled out the present reliance on the property tax for support of public education. The aim of all of the following proposals is to eliminate the wide disparities in per pupil expenditures between towns and cities in the Commonwealth and thus to achieve equality of educational opportunity.

* This does not include federal categorical grants.

Modification of the Present Formula

Some reformers are suggesting modification of the current NESDEC formula to remove the ceiling (75%) and floor (15%) from school aid, to add a municipal overburden factor, to require accountability at the local level, and to change the sliding scale to a curved line method of determining aid.[8]

The removal of the 15% minimum would take state aid from wealthy communities and hopefully, through the operation of the municipal overburden factor, redistribute money to the cities. The removal of a ceiling, however, may provide incentive to wealthier suburbs to spend more and more on education and be reimbursed for it by the state. Merely to adjust the NESDEC formula does not go very far in altering the inequities in the present tax structure. Presumably the lion's share of education costs state wide would still be funded through local property taxes.

Advisory Council on Intergovernmental Relations*

The ACIR proposes that the state assume all costs of education. Revenue would be generated from personal income taxes and sales taxes with a substantial decrease in property taxes. Property taxes would then be used for other local government costs.

This proposal will take some of the pressure off of cities and poorer towns as well as low and middle income property taxpayers in all communities. If the state assumes all cost of education, suburban communities which spend the majority of all tax money on education, will receive tremendous financial relief. The state's assumption of 17% of Boston's municipal budget will not provide as much relief to Boston as assuming 66% of Longmeadow's budget would be to Longmeadow.

The ACIR has a second proposal that provides a regional metropolitan solution to school finance. It would encompass all the school districts within a metropolitan area - inner city as well as suburbs. All property within the metropolitan area would pay the same school tax rate. The tax revenue would be redistributed according to educational need, giving more money to areas with economically disadvantaged students. The distribution formula would compensate for municipal overburden. All state aid funds, both general and categorical would be given to the regional financial authority to be distributed in an equalizing manner.[9] Neither of these plans consider the problems of non-school tax rates and their relationship to school expenditures.

* A federal commission-composed of elected federal, state and local officials and private citizens.

Master Tax Plan

In December 1967 the legislature created a commission to investigate the state taxation system and develop a master taxation planning program for the Commonwealth. The commission presented its tentative proposals to the legislature in October 1970. The Master Tax Commission has put forward a sweeping series of reforms of the taxation structure as well as the allocation system in Massachusetts. A reform of state aid to education is part of the package. A state property tax would equalize total tax rates in that each community would pay the same tax rate on $1000 equalized valuation of property. (See attached diagram). The diagram illustrates differences in revenue raising ability due to the amount of equalized valuation of property per capita. If each of these communities tried to raise $300 per capita without state aid,(Line A) Boston's tax rate would be $100, Lexington's would be $40, Lincoln would only pay $27 and Yarmouth only $20.* An equalized tax rate as (Line C in diagram) contemplated in the Master Tax Plan would levy a level tax rate per $1000 assessed valuation in all communities. Thus a redistribution of revenue would take place, richer communities paying a higher tax rate and poorer communities paying a lower tax rate than under the current system. Line B represents tax rates under the Master Tax Plan proposal. It includes the flat $31/$1000 assessed valuation and a residual tax of 20% of the local municipal costs. Sales and income taxes would provide 60% of the needed revenue to be redistributed to cities and towns for education and other municipal costs. Thus, the proportion of tax money derived from property taxes would be reduced from 51% to 40%. Revenue from the state property tax, sales and income taxes would be redistributed to local districts as a flat grant, such as $600 per pupil and $150 per person. The per capita grant of about $150 would relieve communities with municipal overburden. In this manner the Plan recognized the total fiscal situation, and its effect on tax effort. Since the local property base must support not only education but other municipal services, total tax rates are significant in determining school expenditures.

Under the Master Tax Plan, the state share of education costs would be approximately 80%. Local communities would be free to levy a residual property tax to spend on education to make up the other 20%. The plan is not a perfect equalizing instrument due to the 20% local leeway, although it envisions a system with much less disparity than the present system of state finance of education in Massachusetts.

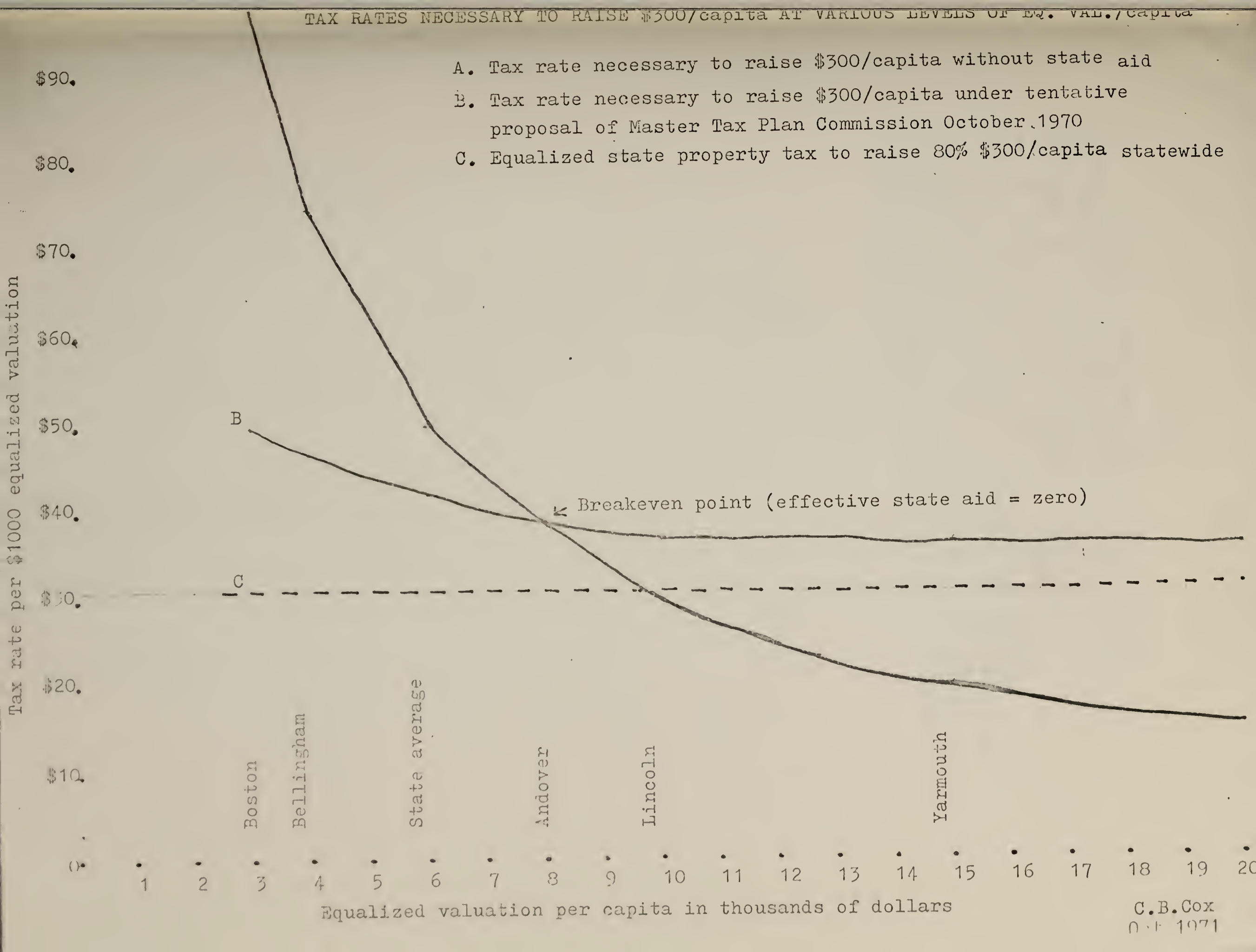
* Line A does not represent current tax rates since local communities do receive state aid.

TAX RATES NECESSARY TO RAISE $300/capita AT VARIOUS LEVELS OF EQ. VAL./capita

A. Tax rate necessary to raise $300/capita without state aid

B. Tax rate necessary to raise $300/capita under tentative proposal of Master Tax Plan Commission October 1970

C. Equalized state property tax to raise 80% $300/capita statewide



C.B.Cox
Oct 1971

This plan addresses itself to some of the more pressing problems of state financing of education, namely the over-reliance on the property tax and municipal overburden. Under the Master Tax Plan cities would receive more aid than they paid in to the state because of the equalized tax rate and the added grant for municipal aid. Increased income tax, with a graduated scale of payments, would tap the wealthy individuals in every community. Communities with high per capita income would share this resource with the redistribution of state collected taxes. Of existing proposals for reform, the Master Tax Plan may offer the most to cities in terms of increased ability to pay for education and greater redistribution of all tax resources.

IDEAL STATE FINANCE SYSTEM TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITY

An ideal state aid system for education would provide that each child, no matter where he or she resides, would receive roughly the same educational opportunity, assuming the same motivation, ability and interests. Some would translate this equal educational opportunity into a uniform statewide per pupil expenditure. A uniform per pupil expenditure would not take into account different wage price situations in various communities, and it may give rise to an overly rigid (and state-operated) school system.

Most of the plans now being discussed in Massachusetts allow for a range in expenditures for education allowing for local experimentation and innovation. Policy makers must balance the need for healthy variation between school systems against the crucial requirement of providing every child with high quality education. An added complication is the financial crisis of cities and the tax structure that aggravates these problems.

Any state finance system should include some basic elements. First it should alleviate the burden on property taxpayers and tap the high income areas in the state. Second, it should take into account the municipal overburden factor to relieve urban centers who must spend tax money on services like police, fire, etc., which benefit the entire metropolitan community but must be supported from a shrinking property tax base. Third, it should count property value per school age child, not just public school children. Since many cities have a high percentage of children attending parochial schools, to count only public school attending children would greatly reduce the amount of state aid going to cities.

The present system in Massachusetts does count parochial school children in determining wealth. Fourth, reform should extend beyond Chapter 70 aid and into the categorical aid for vocational education and special education. At present this money is not being distributed on an equalizing basis and tends to increase the disparities between poor and rich communities.

State Categorical aid for education in Massachusetts, 1970*

Community	Amount	Percent of school budget	Dollars per pupil
Stoughton	$599,301	11%	$106.65
Hamden	$110,344	10.4%	$251.35
East Longmeadow	$279,695	8.2%	$79.61
Palmer	$146,596	7.4%	$63.63
HOLYOKE	$494,205	7.1%	$56.04
Brockton	$1,147,491	7%	$65.00
FALL RIVER	$816,176	7%	$65.68
Lexington	$824,035	7%	$87.00
Framingham	$1,041,230	6.9%	$79.22
Agawam	$240,328	6.7%	$51.65
SPRINGFIELD	$1,760,642	6.1%	$56.02
Lincoln	$106,400	5.8%	$56.17
West Springfield	$311,095	5.6%	$53.06
Lawrence	$395,658	5.3%	$46.59
Longmeadow	$259,703	5.3%	$63.48
Quincy	$826,199	4.8%	$49.57
Needham	$406,560	4.7%	$54.32
LYNN	$521,169	4.4%	$34.84
BOSTON	$3,613,266	4.1%	$38.10
WORCESTER	$1,087,778	3.6%	$36.34
Newton	$853,447	3.6%	$47.15
NEW BEDFORD	$378,031	3.5%	$24.07
CAMBRIDGE	$348,988	2.4%	$33.06
Weston	$405,361	9%	$140.00
LOWELL	$125,180	1.05%	$7.91

Source: Massachusetts State Department of Education, Research and Development.

*Includes vocation education, special education, school lunch and transportation. Model Cities are in large case.

FOOTNOTES

1. Steven Weiss, Existing Disparities in Public School Finance and Proposals for Reform, *Research Report to the Federal Reserve Bank of Boston*, February 1970, No. 46, p.2.

2. Charlotte Ryan, The State Dollar and the Schools, *Massachusetts Advisory Countil on Education*, 1970, p.3.

3. Weiss, p.9.

4. Weiss, p. 41. *A negative correlation indicates the formula is distributing money in inverse proportion to wealth. A positive correlation indicates the formula distributes money in direct proportion to wealth.*

5. Ryan, p. 17.

6. Legislative Research Council of the Commonwealth of Massachusetts, Report Relative to State Assumption of Local Education Costs and Provision of Equal Educational Opportunity, House No. 5447, p. 69, as quoted from Joseph Robinson, Esq., Massachusetts School Law, Powers and Duties of School Committees. Part 14. Massachusetts Association of School Committees. Boston. 1969, p. 9.

7. Ryan, p. 8-9.

8. League of Women Voters in Massachusetts, State Aid to Cities and Towns in Massachusetts, pp. 27-30.

9. Ibid., pp. 88-89.

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*ERIC is an acronym for Educational Research Information Center. It consists of articles, reports and documents on microfiche which may be viewed on readers at the Educational Reference Center, 182 Tremont Street, Boston, Massachusetts 02111, Department of Education regional centers and many education libraries. The number preceding each ERIC entry listed on this bibliography indicates the microfiche document number by which you can locate an ERIC item.

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Massachusetts Department of Education

Bureau of Equal Educational Opportunity

SCHOOLS FOR THE CITY

THE NEW BILINGUAL LAW--AND BEYOND

By

Barbara Beelar

Model Cities Bulletin 2: January 1972

Publication No. 5950

Enclosed is "The New Bilingual Law--And Beyond," the second Model Cities Bulletin. Bilingual education is rapidly developing into a major issue for urban educators. We sincerely hope that this publication will be of assistance to Model Cities personnel and others in developing bilingual education programs.

The author of "The New Bilingual Law--And Beyond," draws on an extensive background in Latin American studies and community development. Ms. Barbara Beelar received her bachelor's degree in political science from Northwestern University. She served in the Peace Corps in Venezuela for two years, working in urban community development. Barbara has two master's degrees, one in political science (Latin American studies) from the University of North Carolina and one in City Planning from M.I.T. Beelar's thesis for the city planning degree was on the education of Spanish-speaking children.

In her research for the preparation of this article, Ms. Beelar surveyed project directors of ongoing programs for non-English speaking children. The results of the survey will be available at the Bureau of Equal Educational Opportunity in the near future.

The research and writing of Schools for the City is one of the functions of the Bureau of Equal Educational Opportunity. The Bureau has five general objectives:

1. To eliminate the segregation and isolation of minority groups students;
2. To increase the funding available to meet the educational needs of children of low-income families;
3. To increase state-wide awareness of and responsiveness to these special needs among educators and the public;
4. To encourage respect for ethnic and linguistic diversity; and
5. To open the decision-making process at all levels in education to the recipients of educational services and their families.

In seeking to meet these objectives, the Bureau engages in analysis and efforts to change the operating priorities of the educational system in the interests of its target groups. The Bureau also provides direct technical assistance to organizations seeking to increase educational opportunity, and particularly to Model Cities agencies and school departments, upon request.

Mrs. Ellen Jackson directs the desegregation planning activities of the Bureau, Charles Glenn directs the program analysis and field assistance activities, and Mrs. Delois Swan coordinates all activities for Western Massachusetts. Boston phones, (617) 727-5880-3 - Springfield phone (413) 734-2167.

Catherine Minicucci
Editor, Schools for the City

TABLE OF CONTENTS

Introduction 1

Historical Perspective 2

Bilingual Education 3

Development of Bilingual Education 4

Programs in Massachusetts 6

Transitional Bilingual Education Law . . . 9

Beyond the Law 13

Bibliography 16

INTRODUCTION

> "The General Court finds that there are a large number of children in the commonwealth who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The General Court believes that a compensatory program of transitional bilingual education can meet the needs of these children and facilitate their integration into the regular public school curriculum. Therefore, pursuant to the policy of the commonwealth to insure equal educational opportunity to every child, and in recognition of the needs of children of limited English speaking ability, it is the purpose of this act to provide for the establishment of transitional bilingual education programs in the public schools, and to provide supplemental financial assistance to help local school districts to meet the extra costs of such programs."

The above is the Declaration of Policy from Chapter 71A, a law recently passed by the General Court which will require transitional bilingual education for children of limited English speaking ability in Massachusetts. While eight other states have some kind of state-supported bilingual education, the program envisioned and mandated in Chapter 71A represents the strongest commitment to the creation of a widespread, effective bilingual education program by any state.

Why is there a need for a bilingual education law? In this country we generally assume that everyone speaks English and we treat English as if it were the official national language, which it is not. Actually, however, one out of every twenty persons in this country has a native language other than English.[1] In Massachusetts alone there are approximately 175,000 people who are aliens, most of whom we can assume have a primary language other than English.[2] Further, immigration into the state is not on the wane; 13,000 aliens came to

Massachusetts during the past year, making this state sixth in the nation in terms of influx of immigrants. In addition to the alien residents, there are also several linguistic minority groups who are native American citizens, including the Puerto Ricans and the American Indians. In Massachusetts, these two groups alone represent a total of approximately 75,000 people.[3]

Nationally, it is estimated that more than three million children need some form of special assistance in their language development because their primary language is other than English.[4] In Massachusetts there may be as many as 150,000 children whose native tongue is other than English.[5]

HISTORICAL PERSPECTIVE

Meeting the educational needs of the non-English speaking is not a new challenge. Up until the last decades of the 19th century, many states permitted instruction in languages other than English. German was the second most widely used language of instruction other than English. In addition, there were also many private schools organized (often church-related) which also provided instruction in languages other than English.

With the marked increase in immigration at the turn of the century and the xenophobia which developed out of World War I, the orientation toward the education of the non-English speaking radically changed. By the 1920's over half of the states expressly prohibited the use of a language other than English as a medium of instruction in public and private schools. Public education was perceived as an instrument for the "Americanization" of aliens, and, in turn, the acquisition of English was a key instructional component. In response to the changing role of the public schools, many private organizations, schools, churches and neighborhood associations took over the function of linguistic and cultural maintenance for the various ethnic communities.

Since World War II the role of public education and its response to the unique educational needs of the non-English speaking has gradually changed. The schools are taking a larger role in language development. After the war, several methods were developed to help provide assistance to the children of limited English speaking ability. A "buddy" system was used. The method assigned a bilingual student to assist the newcomer of limited English speaking ability. The buddy acted as a linguistic and social

interpretor for the newcomer. Consistent with the continued dominance of the "Americanization" perspective, "orientation" classes were created to teach non-English speaking children English, as well as American history and culture, socially acceptable behavioral patterns, nutrition American-style, and hygiene.

The method of English as a Second Language (ESL) was developed in the late fifties. In this method, children of limited English speaking ability are "pulled-out" of the classroom for special tutoring in English language skills. The remainder of the time in school, the child spends in the regular classroom where he or she may or may not understand what is being said.

In the early sixties, educators began to express their dissatisfaction with the ESL approach. Acquisition of English as the sole educational objective was criticized as too simplistic a response to the educational needs of the children of limited English speaking ability. The critics maintained that these children were not receiving equal educational opportunity. The experience with ESL showed that often the children were not learning English well enough to compete with their peers in the classroom. Many were not attending school and those who did were dropping out at an early age. Often these children manifested adjustment and learning problems which could be associated with their linguistic situation. These problems were not being addressed by the ESL approach. Drawing on the experience and shortcomings of the ESL approach, educators began to experiment with new approaches. The new method which gained the most number of supporters is bilingual education.

BILINGUAL EDUCATION

Bilingual education is based on the utilization of the primary language as the medium for instruction. The child learns to read and write first in his native tongue and receives initial subject area instruction in this language. Then, the second language is introduced and learned as subject matter. Gradually the second language is introduced as the instructional medium. Bicultural instruction is seen as an integral component of bilingual education. The child is given instruction in the culture and history associated with his native tongue, as well as the culture and history associated with the second language. In summary, the instruction objectives of bilingual education include:

1) provision of language skills in the primary language and, gradually, in the second language;

2) provision of a program which will assure conceptual development commensurate with that received by the native English speaking students, utilizing initially the primary language as the medium of instruction;

3) provision of instruction in the culture and history associated with the native and second languages so that the child can feel pride in his unique bicultural situation and his heritage.

The rationale for bilingual education has been developed on many levels. Some of these include:

1) The simplistic approach of ESL was not an effective means of instruction for children of limited English speaking ability. The oral conversational approach did not meet the need for conceptual comprehension of academic subjects in the classroom.

2) The non-English speaking child comes to school with a certain level of linguistic development in his or her native tongue. He or she has a developed vocabulary, oral comprehension, sometimes has reading and writing skills, and some conception of the structure of his primary language. If this pre-school linguistic development is supported the child will be able to maintain his or her own language, preventing confusion between the primary and second language. Such support will also help in the acquisition of the second language for the understanding of the native tongue can serve as a bridge to the second language.

3) Bilingualism is seen as an asset in this country. It is not, as once thought, detrimental to intellectual development. And, bilingualism is often an important asset in job opportunities.

4) The inclusion of the bicultural component of bilingual education is consistent with the growing recognition of the importance of the affective component of an educational program.

DEVELOPMENT OF BILINGUAL EDUCATION

In the early sixties various experimental bilingual projects were begun, notably in Dade County, Florida, and in the Southwest. The assessment of these projects was generally favorable.

In 1967, the federal government took a progressive step with the creation of Title VII of the Elementary and Secondary Education Act. This title provides for federal support to exemplary bilingual education projects. There are approximately 150 projects now funded under Title VII, four of them in Massachusetts.

Other federally funded programs have been revised to provide support for bilingual education. These include Title I and Title III of ESEA, Educational Professional Development Act and others. In addition, many communities under their own initiative have supported local bilingual programs.

During this past decade of expansion and experimentation in bilingual education, there have been many different approaches developed. Among these are:

1) "Pure bilingual." In the pure bilingual classroom there are an equal number of children of one language group and an equal number of another.(For example, 10 Portuguese and 10 English-speaking.) The children are given instruction in communicative skills in their primary language and this same language is the medium of instruction. The students from the two language groups will then "share" their linguistic development. The objective is that all the children will become bilingual. Also, the history and culture of both linguistic groups will be taught to each group.

2) Isolated classes. The most pervasive approach to bilingual instruction is the creation of isolated classes for the children of limited English speaking ability. These children are initially taught in their native tongue and this language serves as the medium for instruction. The second language is gradually introduced and included as one of the languages of instruction. These isolated classes may or may not be conceived of as "transitional" classes, preparing the children for entrance into the English speaking classroom.

There is one variation to this model, which uses a partner classroom. The children in the partner classroom are of approximately the same age group as the children in the special non-English speaking class. Both classes will become one in subject areas which do not necessitate a high level of verbalization, such as art, physical education, music and field trips. In this manner, the children of limited English speaking ability are not completely isolated from the rest of the school.

3) Parallel instruction. The children are first given instruction, say in adding and subtracting, in their primary language. Then, they receive the exact same instruction in adding and substracting in the second language.

4) Split day. In some schools, instruction is given in the morning in one language and in the afternoon in the other.

5) Split subject areas. Some classes may be taught in one language(such as arithmetic in English) while other classes are taught in the second language(such as Italian history in Italian).

Another whole set of variations is created when the issue of at what age should bilingual instruction begin is considered. Some educators maintain that the child should start bilingual education early, in pre-school programs at the

age of three. At this early age the child easily imitates sounds and can acquire a speaking ability without an accent. Others feel that in order to prevent confusion between the two languages, the child should be given opportunity to develop a solid grasp of the structure of the primary language. Introduction of the second language should not take place until the child is at least eight years old.

There have been no comprehensive evaluations nor analyses of these variation bilingual instruction methods. Thus, we can not say which of them is the most effective.The most pervasive approach to bilingual education seems to be the creation of isolated classes and these programs start in the first grade.

In the past decade there has been an ever expanding implementation of the bilingual approach for the education of children of limited English speaking ability. In many cases, these classes have been isolated from the regular school program. However, the intent of this isolation, for the most part, is to help the children develop their linguistic capabilities, not as a discriminatory mechanism. The role of ESL has evolved. Instead of using ESL as the central approach to the instruction of children of limtted English speaking ability, it is now seen as an integral, necessary component of a bilingual program. ESL classes provide the mechanism for intensified instruction of English, within the bilingual approach. Finally, the emphasis of bilingual programs has been on the development of the linguistic capabilities; the bicultural aspect of instruction has not been as strongly emphasized as originally conceived of and proposed by bilingual advocates.

PROGRAMS IN MASSACHUSETTS

There are approximately 150,000 children in Massachusetts whose native tongue is other than English. It is not presently known how many of these children need some kind of special educational assistance because of their status in linguistic minorities.

The Bureau of Equal Educational Opportunity is presently conducting a survey of the programs which are now available for children of limited English speaking ability. We will present some of the initial findings of this survey here.

The most impressive finding is that through the federal government's Elementary and Secondary Education Act

over 2.5 million dollars is being spent in Massachusetts for instruction of children of limited English speaking ability. The main sources of these funds are Title I, Title III, and Title VII, ESEA. Other sources of federal support include the Educational Professional Development Act, Model Cities, Adult Education Act, and the Emergency Employment Act. An estimate of the level of local funding cannot be made at this time.

The most widespread program in the state is Title I: about two million dollars are being spent in 22 cities. There are approximately 5200 children participating in Title I ESL programs. The majority of these children are in a "pull-out" program. Recently some of the Title I ESL classes have been converted to bilingual instruction. There are a great number of linguistic groups being served under Title I, though the majority are Spanish-speaking. The per pupil expenditure under Title I ESL ranges from a low of $44 in Newton to a high of $996 in Somerville. The average federal per pupil expenditure is about $300.

Under Title VII, the federal government has created an exemplary bilingual education program. About one half million dollars is being spent in four projects in Massachusetts- New Bedford, Lawrence, Boston and Springfield. There are approximately 800 students in classes funded under Title VII, with three linguistic groups receiving assistance- Spanish-speaking, Portuguese, and English-speaking. The Title VII program has been developed around the "pure bilingual" model, as described above, though there are some isolated classes. Most of the Title VII classes are for the early elementary level; the Lawrence program is unique with its entire effort focused on the high school level. Title VII recognizes the importance of parental involvement in the program and two projects have parents participating in the educational process. Because Title VII is a demonstration project, the federal support is higher than under Title I. The per pupil federal expenditure runs about $750, though the two older projects- Springfield and Boston- are making a large local contribution.

The Multi-Lingual Center in Framingham is a new project funded under Title III. This model program provides a central site for ESL and bilingual instruction for the children in Framingham and surrounding school districts. The Title IIIshare is $124,000.

The Model Cities programs have in some cases provided a channeling of federal funds for the education of children of limited English speaking ability. Some of the various channels include:

1) Teacher aide programs, Model Cities has supported training and actual placement of teacher aides in classrooms where there are children of limited English speaking ability. New Bedford and Lowell have been able to involve the local community colleges. The colleges provide

courses for the aides to further their education, obtain high school equivalency and meet requirements for teacher certification.

2)Seed Money. In Boston the Spanish-speaking community was able to obtain seed money from Model Cities to initiate a community multi-service center. One of the major concerns of this center is literacy and adult education.

3) School construction. Model Cities funds have been channelled to encourage the construction of new schools which will serve the limited English-speaking population.

4) Tie-in with vocational education. Holyoke Model Cities is trying to initiate a program through which the Spanish-speaking high school students will be able to attend the local vocational high school for at least half a day each day.

5) Development of local expertise. Several of the Model Cities programs have been able to develop expertise in the area of bilingual education. When the local school system realized that there was need for advice in this area, the system has been able to obtain it from Model Cities.

While conducting this survey of the programs presently available for those of limited English speaking ability, it became evident that there are a number of problems which seem to concern almost all these various efforts. There are:

1) Lack of adequate materials. The most readily available materials are for the ESL approach. There have been some materials developed for bilingual instruction, but most of these are for the Spanish-speaking at the elementary level. There is a dearth of materials for the non-English speakers other than Spanish-speakers. There is a dearth of materials for all linguistic groups above the elementary level. Many of the local projects have been forced to develop their own materials and, this local development continues without coordination with other projects with comparable needs.

2) Lack of sufficient number of trained personnel. There are just not enough adequately trained teachers, teacher-aides and other bilingual personnel in the state. This deficit will be felt even more sharply with the implementation of the state bilingual education law. Many of those who are presently teaching ESL will have to obtain additional training before they can qualify as bilingual teachers.

3) Lack of evaluation instruments. Evaluation of the programs for children of limited English speaking ability is in its early stages of development. Many instruments which have been developed are still in their pre-test stage.

4) Low parental involvement. The effort to involve the parents of children of limited English speaking ability has been characterized by frustration and general failure. Where there are representatives from the linguistic minorities on the parental advisory groups, these participants

tend to be more acculturated, more likely middle class, and more fluent in English than the parents of the children actually in the programs.

TRANSITIONAL BILINGUAL EDUCATION LAW

Throughout the state there has been a growing concern for the educational needs of the linguistic minorities. Many educators and others felt that there was inadequate assistance to meet their educational needs. In 1970, a bill was introduced into the General Court for provision of state-supported mandatory bilingual education. This first bill was approved, but never funded. In 1971, an effective state-wide coalition was formed and they were able to assure the passage of the Transitional Bilingual Education Law. The law was signed by the Governor on November 4,1971.

This law requires that each year the local school committee determine the number of children of limited English speaking ability in its school district. Where there are more than twenty children of limited English speaking ability of one language group(children of private schools excluded), the school committee will be required by the new law to provide a program in transitional bilingual education.

What does a program of transitional bilingual education consist of? In an educational program of transitional bilingual education, the medium of instruction of all required courses shall be in the student's native language initially, and, then, to an increasing degree in English. The instructional objectives of the program are:

1) development of reading and writing skills in the native language; and,

2) development of oral comprehension, speaking, reading and writing in English;

An integral component of the program of transitional bilingual education shall be instruction in the history and culture of the country of the student's primary language and in the history and culture of the United States. The program shall be a full-time program and shall be up to three years duration for each student.

The intent of the law is <u>not</u> to segregate the students of limited English speaking ability. The transitional bilingual education classes are required to be located in the regular public schools, wherever feasible. Thus, the students can participate with other students in courses which do not require extensive verbalization, such as art, music and physical education. The students of limited

English speaking ability should also be given full opportunity to participate in extra-curricular activities. Finally, English speaking children may be enrolled in the transitional bilingual education program.

The transitional bilingual education classes shall be composed of students of approximately the same age level and level of educational attainment. Classes may also be offered in pre-school and summer programs.

Who has the right to transitional bilingual education? Any child whose primary language is other than English and who has difficulty performing ordinary classwork in English has the right to participate in these classes.

What are the obligations of the local school committees? The local school committee shall conduct an annual census to determine the number of children who shall receive transitional bilingual education. This census shall be conducted before March 1 of each year. The school committee shall be responsible for the development of the transitional bilingual education program where there are twenty or more children of limited English speaking ability of one language group.

The school committee shall notify the parents or legal guardians of the students enrolled in the program no later than 10 days after the student is enrolled. The notification of enrollment must be both in English and in the native language of the parents or guardian and must include the following information:

1) a clear statement of the purpose, method and content of the transitional bilingual education program;

2) a statement of parental rights which shall include: a) visits to the transitional bilingual classes; b) conferences with school personnel; and, c) right to withdraw the student at any time upon written notification to the school authorities.

A school district may accept eligible non-resident students for the transitional bilingual education classes. The tuition and the transportation costs shall be paid for by the sending schoolidistrict, subject to eligible reimbursable costs under this law.

School districts may combine with others to provide transitional bilingual education.

Who may teach in the transitional bilingual education classes? Chapter 71A creates new certification criteria. The criteria are:

1) possess a speaking and reading ability in a language other than English, in which bilingual education is offered and communicative skills in English;

2) are in good health;

3) are of sound moral character;

4) possess a bachelor's degree or an earned higher

academic degree or be a graduate of a normal school approved by the board;

5) meet such requirements as to courses of study, semester hours, therein, experience, and training as may be required by the board; and,

6) are legally present in the United States and possess legal authorization for employment.

The school committee may not prescribe additional teacher qualifications, except if they are specifically approved by the Board of Education. Also, a school committee may request a waiver of the certification requirements if it is not able to secure sufficient certified bilingual teachers. The statue requires that the school committee shall give preference to persons who have been certified as teachers in their native country or place of national origin.

The teachers of transitional bilingual education, including those exempt from the certification criteria, shall be paid by the local school committee at the same level as permanent teachers. Two years of service while teaching under exemptions may be credited toward tenure, once the teacher has fulfilled the certification requirements.

What are the reimbursable expenditures? The state shall reimburse the school districts for the amount of the costs of bilingual education which exceeds the average per pupil expenditure for the education of children of comparable age. The State shall reimburse one half of the inter-district transportation costs.

The authorized appropriations are as follows:

$1.5 million for 1972-1973
$2.5 million for 1973-1974
$2.5 million for 1974-1975
$4.0 million for 1975-1976 and subsequent years.

In the event that reimbursable costs exceed the amount appropriated, reimbursement will be based on a ratio of the maximum State funds available to the total funds expended by all the school committees.

Chapter 71A provides an additional source of funds for the education of students of limited English speaking ability. The law does not authorize the school districts to reduce expenditures from local and federal sources, including monies allocated under the federal Elementary and Secondary Education Act, for transitional bilingual education.

What are the obligations of the Department of Education? The Department of Education will create a unit of Transitional Bilingual Education, headed by a project director.

The responsibilities of the bilingual unit include:
1) administration and enforcement of the law;
2) development of guidelines and regulations;
3) provision for maximum feasible participation of parents of children of limited English speaking ability in the planning, development and evaluation of transitional bilingual education programs in the districts serving their children;
4) provision for the participation in the formulation of policy and procedures from a wide spectrum of people concerned about the education of children of limited English speaking ability;
5) development of information and relevant resourses and materials;
6) development of the theory and practice of bilingual education;
7) encouragement of experimentation and innovation in bilingual education; and,
8) recommendations in the areas of pre-service and in-service training, curriculum and materials development, testing and other areas where needed.

The unit shall also set the maximum student-teacher ratio and prescribe testing instruments for the annual assessment of English skills of students enrolled in transitional bilingual education.

Finally, the unit shall make an annual review of each program to determine if the school committee has complied with the provisions of this law and the regulations and is eligible for reimbursement.

The unit to administer the Transitional Bilingual Education law will not be created until ninety days after the signing of the law, or in early February. Until that time, Mr. Juan Rodriguez in the Department of Education is responsible for answering questions about the law. His phone number is 617-727-5750.

A state-wide Bilingual Advisory Council has been formed under the chairmanship of Mr. Alex Rodriquex, a top administrator of United Community Services of Metropolitan Boston. One of the first tasks of the Council will be assistance to the Department staff in the development of the regulations for the Transitional Bilingual Education Law. Any ideas about the regulations may be addressed to Mr. Juan Rodriguez or to Sister Francis Georgia, the advocate for linguistic minorities in the Bureau of Equal Educational Opportunity. Her phone number is 617-727-5880. (The address for both Mr. Juan Rodriquez and Sister Francis Georgia is the Department of Education, 182 Tremont Street, Boston.)

BEYOND THE LAW

The new Transitional Bilingual Education Law will go into effect in the 1972-1973 school year. This law provides for mandatory bilingual education, new hope for the education of children of limited English speaking ability. This law, however, is not going to solve all the educational needs of all the children of limited English speaking ability. The school districts must not feel that this law, even along with a revised ESL program, will meet the need. These programs will not provide for a comprehensive educational program for those of limited English speaking abilities, which would include teacher, teacher-aide and other staff training, evaluation, curriculum development, community liaison, effective parental and community participation, adult education, vocational and occupational education, special and remedial education, counselling, educational planning and other components.

There is a need for educational planning efforts to be focused on the needs of those of limited English speaking ability. Assessment of their educational needs should be made; the required census for the Transitional Bilingual Education Law should be just one step in this assessment. Then the local school districts should review the available programs which might be utilized to meet the educational needs of those of limited English speaking ability. For example, one of the areasof concern of the local program directors interviewed was that of meeting the educational needs of high school age children of limited English speaking ability. Many of these children drop out of school. One way to make their educational program relevant is to provide vocational education. However, the number of linguistic minority children presently enrolled in vocational and trade schools in the state is minimal, less that 300 throughout the state. Therefore, a reassessment and revision of the local vocational programs could be advocated so that these programs will better meet the educational needs of children of limited English speaking ability.

The following is a necessarily brief, but hopefully suggestive list of the federal programs which are presently available and which might serve to meet the educational needs of the children and adults of limited English speaking ability. (We refer you to the K-Grams which have been sent out from the Bureau of Equal Educational Opportunity for a more comprehensive analysis of these and other programs.)

L. Programs for the Training of Educational Personnel for Bilingual Programs:

A. Educational Professional Development Act- fpr attracting qualified persons to the field; Teacher Corps; graduate fellowship programs; institute and workshops; training programs for higher educations personnel.

B. Title VII, ESEA- in-service and pre-service training.

C. Adult Education Act- teacher training for adult basic literacy.

D. Smith-Hughes, George Barton and Vocational Education Act- teacher training for vocational education.

II. Programs for Bilingual Students

A. Title I, ESEA- for disadvantaged

B. Title II, ESEA- library and instructional materials(especially the special purpose fund for the support of educational innovation).

C. Title III, ESEA- supplementary educational centers and sources.

D. Title VII, ESEA- exemplary bilingual education programs.

E. Adult Education Act- adult basic education.

F. Smith-Hughes, George Barton, Vocational Education Act- maintain, extend and improve vocational educational programs.

G. Manpower Development and Training Act- occupational training and retraining.

H. Title I, Higher Education Act- strengthens higher educational capabilities in helping local communities meet educational needs.

I. Title II, NDEA, strengthening of instruction in science, mathematics, modern foreign languages and other critical subjects and the administration of these areas in state education agencies.

III. Programs for Research in Bilingual Education

A. Title IV, ESEA- Cooperative Research Program- provides support for educational research and research-related programs, surveys, demonstrations and dissemination and for the development and strengthening of programs for the training of educational researchers.

B. Title VII, NDEA- research and experimentation in 1) development and evaluation of programs involving a variety of educational media; and 2) more effective uses of media in education

C. Vocational Education Act- assistance in the cost of research and training, experimental or pilot vocational education programs.

IV. Miscellaneous Programs-

A. School Lunch Programs(from the Department of Education)- eight different sources of funding for school lunch, special milk, and breakfast programs.

B. Emergency Employment Act- promotion of employment opportunities, operated from the mayor's office.

C. Law Enforcement Assistance Act- crime prevention and related activites.

D. Special Education- from a variety of sources including Titles I, III and VI, ESEA.

Model Cities agencies and school departments may request information and technical assistance from the Bureau of Equal Educational Opportunity as they seek to develop programs under these various funding authorities.

Forthcoming issues of Schools for the City will discuss special education and school lunch programs.

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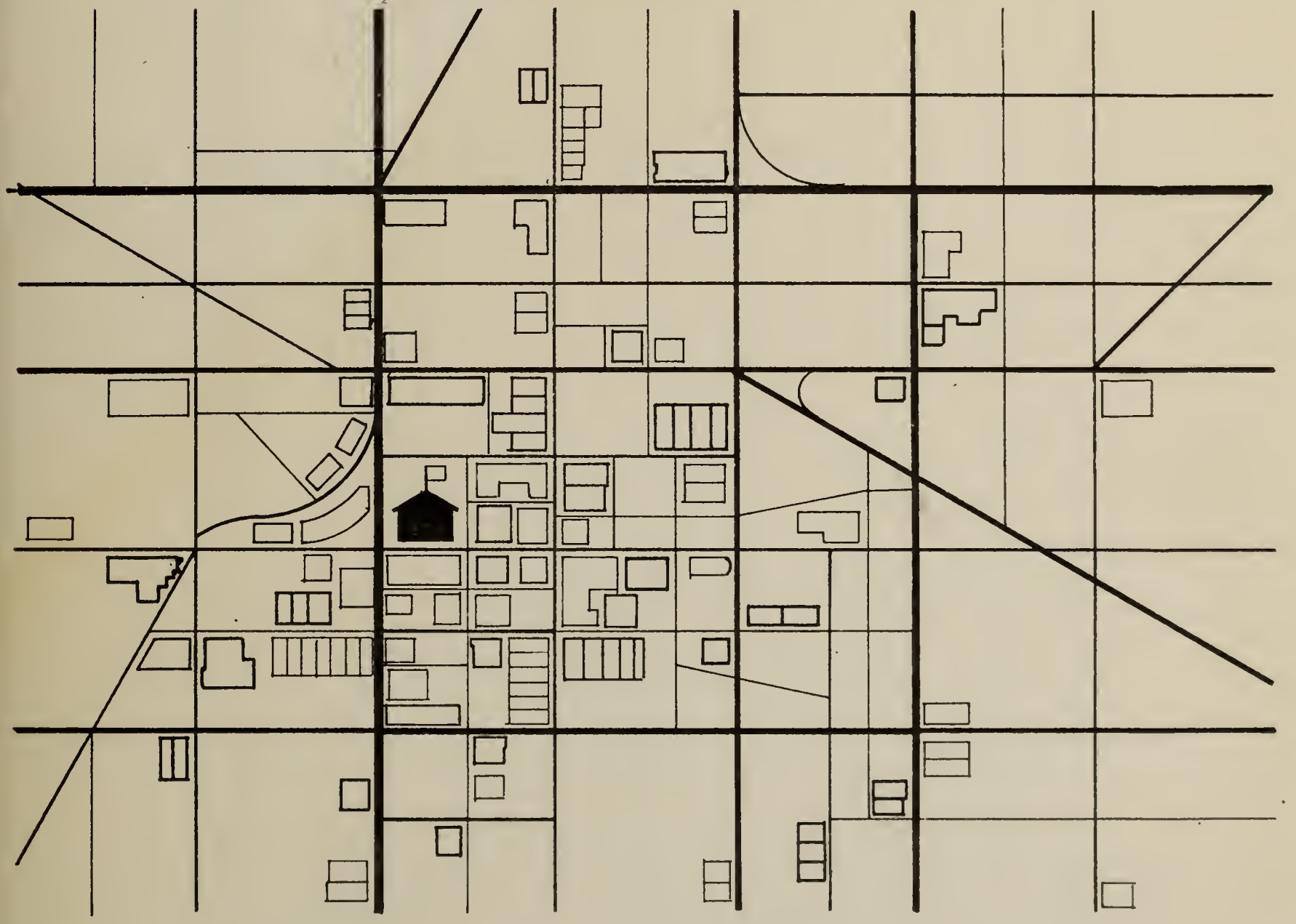

FOOD FOR THE SCHOOLS

by

Rosalind Michaelles

Model Cities Bulletin No. 3
Publication No. 5950

Enclosed is "Food for the Schools", Model Cities Bulletin Number Three. As John Stalker observes in his foreward "A mind listless from hunger does not permit the child to benefit from the educational process." We offer this this issue of our series on urban schools with the realization that all school departments must meet the crucial need for school lunch by September 1973. We hope "Food for the Schools" will provide help in designing imaginative food programs in Model Cities schools.

Rosalind Michahelles is employed by the Bureau of Equal Educational Opportunity. She received her B.A. from the University of Pennsylvania and a master's degree from the University of London.

In writing this article, Ms. Michahelles received co-operation and assistance from the Bureau of Nutrition Education and School Food Services, Massachusetts State Department of Education, Massachusetts Law Reform Institute, Massachusetts Alliance Against Hunger and the Office of Food Programs Administration, New Jersey State Department of Education.

The research and writing of Schools for the City is one of the functions of the Bureau of Equal Educational Opportunity. The Bureau has five general objectives:

1. To eliminate the segregation and isolation of minority group students;
2. To increase the funding available to meet the educational needs of children of low income families;
3. To increase state-wide awareness of and responsiveness to these special needs among educators and the public;
4. To encourage respect for ethnic and linguistic diversity; and
5. To open the decision-making process at all levels in education to the recipients of educational services and their families.

In seeking to meet these objectives, the Bureau engages in analysis and efforts to change the operating priorities of the educational system in the interests of its target groups. The Bureau also provides direct technical assistance to organizations seeking to increase educational opportunity, and particularly to Model Cities agencies and school departments, upon request.

Catherine Minicucci
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The Commonwealth of Massachusetts
Department of Education
Division of School Facilities and Related Services
BUREAU OF NUTRITION EDUCATION AND SCHOOL FOOD SERVICES
182 Tremont Street – Boston, Massachusetts 02111
Telephone: 727-5764

To: Rosalind Michahelles

From: John C. Stalker, Director

Subject: Foreword for "Schools For The City"

Date: February 9, 1972

We believe that physical and emotional health are essential for each child to achieve his full educational potential. Every child must have the opportunity to obtain the foods necessary for optimal nutritional well-being if he is to have an equal educational opportunity.

The need to find appropriate ways and means to expand school nutrition programs was recognized before the passage of the National School Lunch Act in 1946. In fact, the real beginning of supervised school food service took place in Massachusetts as a result of the efforts of Mrs. Ellen H. Richards, a well known home economist. As the knowledge of nutrition grew, the need for adequate lunches for all children was recognized and the school lunch movement grew.

Recognition of the importance of school food service and nutrition education as a part of the total educational program and the complexity of the problems of expanding the program to reach more children brought about the passage of the Child Nutrition Act in 1966. This act provided new programs and increased funding to aid educators in meeting the nutritional needs of all children. Over 2/3 of the schools in Massachusetts are already providing food service programs for all their students. We urge all communities with schools not yet offering lunches to children to take immediate advantage of the provisions in this act to meet the mandated school food service requirement effective September, 1973.

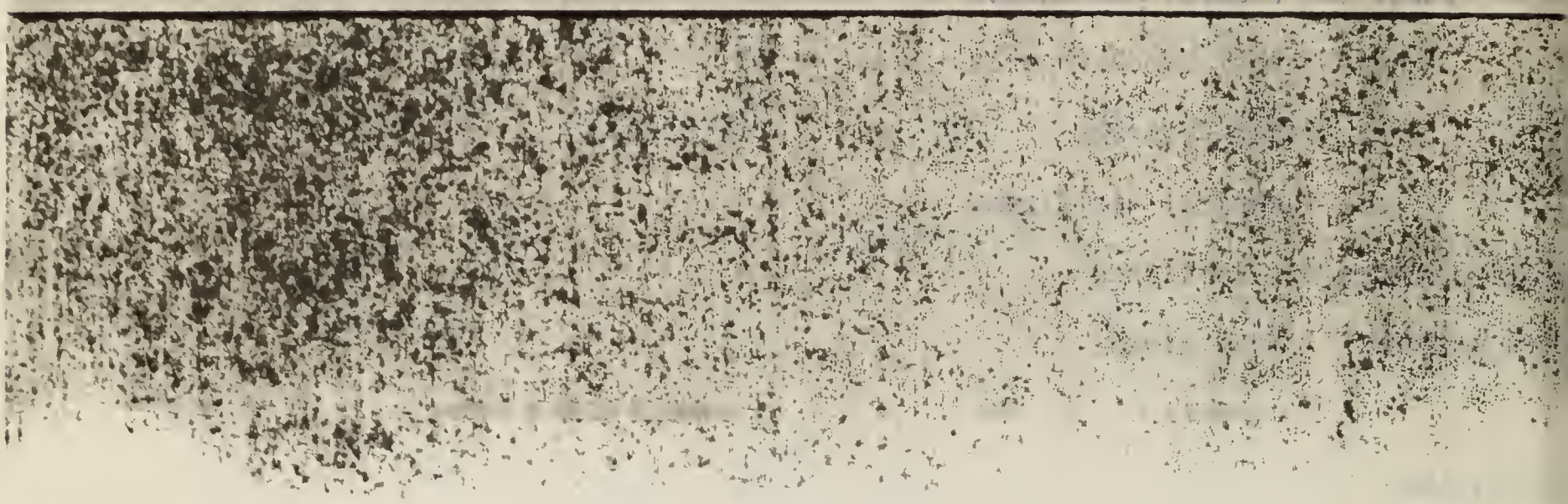
School Food Service has now attained the status of an indispensable feature of the health and training program for children. A mind listless from hunger does not permit the child to benefit from the educational process.

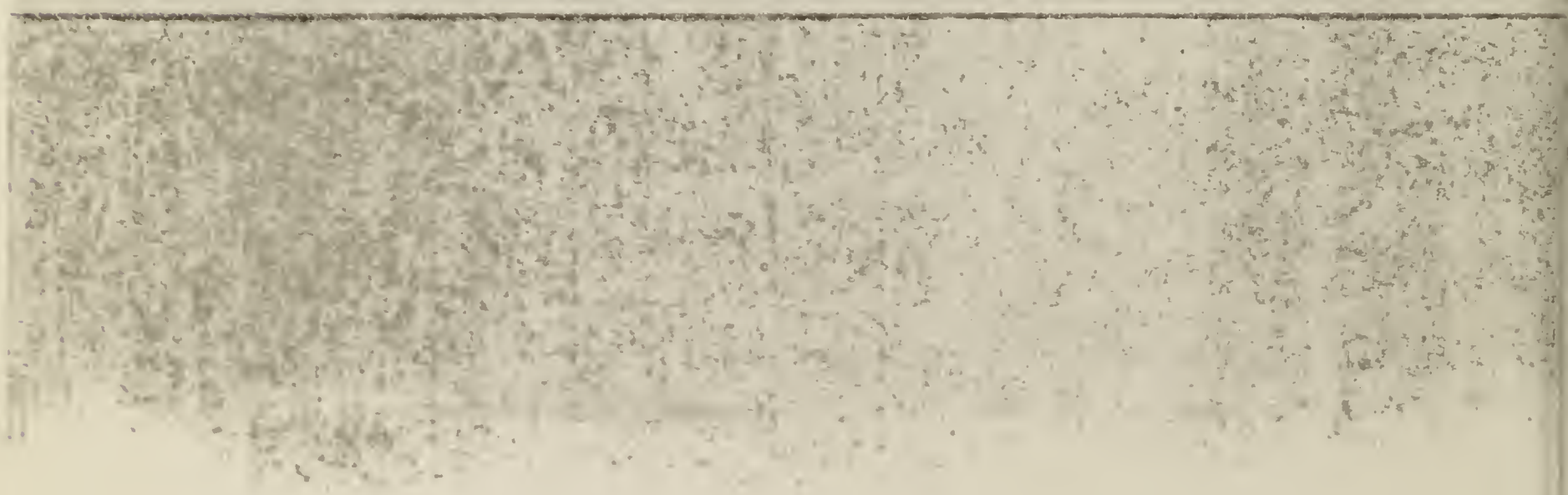
TABLE OF CONTENTS

	Page
Introduction: Why Eat?	1.
Massachusetts State Department of Education and What It Offers:	1.
State and Federal Assistance	
a) School Lunch Program	2.
b) Other Programs	5.
c) Technical Assistance	7.
Other Sources of Assistance	8.
New Bedford: A Case Study	11.

Appendices

Bibliography



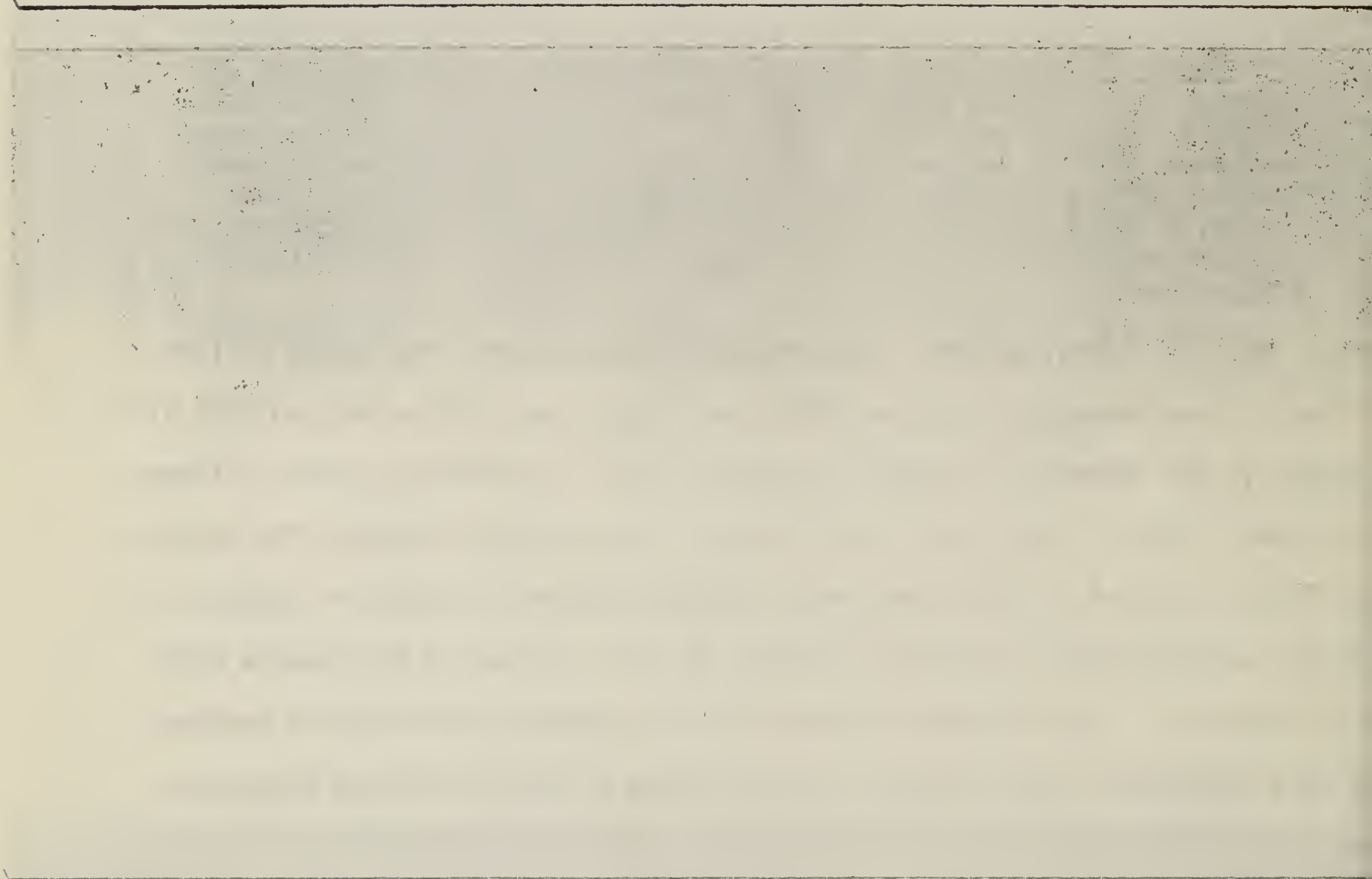


INTRODUCTION

Why eat? There have been many studies recently, some more sensational than others, pointing to the coincidence of malnutrition and impaired intellectual development in very young children. School age children have passed the critical time for brain development, but hunger or malnutrition can still cripple their school careers.

> "If a child spends his time worrying about what, or even whether, he will eat that day, or if he sleeps in class because he does not have the energy to devote to learning, he will not learn. This may be the greatest impact that nutrition has on intellectual performance -- not an effect on innate ability, or general intelligence, but in the utilization of the ability the child does have. And if the child does not learn early what the school expects him to learn, he will be forever handicapped in the educational progression." 1

Fifteen million federal dollars, eight million state dollars, and twenty million dollars in food commodities are available for Fiscal Year 1972 to the end that all children in the Commonwealth shall be properly fed. The programs serving children pre-school - 12 are: the School Lunch Program, the Breakfast Program, the Special Food Service Program for Children, and in addition, there is money for feeding the elderly, and nutritional education services for all programs to tell people what to eat and why. These programs can draw from the Commodity Distribution Program, Non-food Assistance, and sometimes from the Bureau of School Building Assistance when construction or facilities are at issue. In the State Department of Education, these programs fall in the province of the Bureau of Nutrition Education and School Food Service under the direction of John C. Stalker.



SCHOOL LUNCH PROGRAM

Any non-profit public or private school or other agency operating a non-profit school lunch program is eligible to apply for assistance under the National School Lunch Act. The Act offers one federal dollar for every three state and local dollars. Open-ended legislation in Massachusetts makes it potentially possible for the state to provide all the funds required to match the federal money. The State allotment for Fis. Yr. 1972 is $6.2 million dollars. The total federal allotment is $5,324,533; beyond that, the Federal Government will provide additional money for needy children ($3,201,394 allotted for Fis. Yr. '72 in Special Assistance Funds but that amount can be expanded as more children join programs.) Reimbursements to schools are made on the following system:

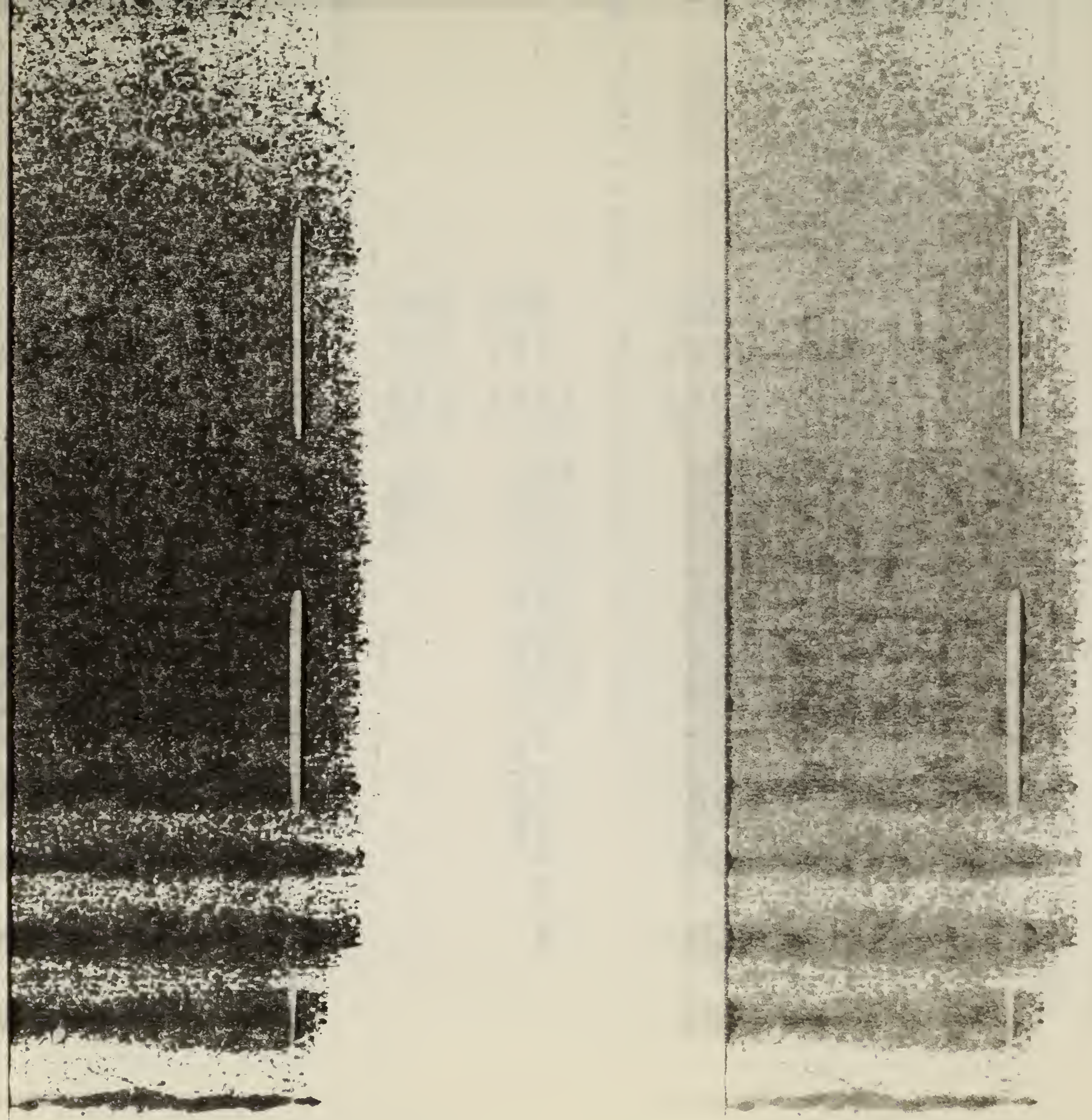
6¢ per meal, federal
6¢ per meal, state
12¢ per meal

12¢ per meal
40¢ per meal, federal from Special Assistance
52¢ per free meal per needy child (or the cost of the meal, which ever is less.)

The schedule for schools designated Specially Needy Schools is:

12¢ per meal
48¢ per meal, federal from Special Assistance
60¢ per free meal for a needy child (or the cost of the meal, whichever is less.)

Also, the state distributes food under the Commodity Distribution Program to local agencies and school departments who pay transportation and storage costs. Also assistance for equipment and its normal installation, exclusive of renovations, is available under the Non-food Assistance Program. Priority is given to schools which draw from low income areas and those which have grossly inadequate or no equipment. Only proposals for new programs for lunchless schools are considered till the first of April; after that, extension and improvement plans are considered as well. Assistance for facilities, construction and so on is available from the Bureau of School Building Assistance. (Chap. 70 - General Laws of Massachusetts.)



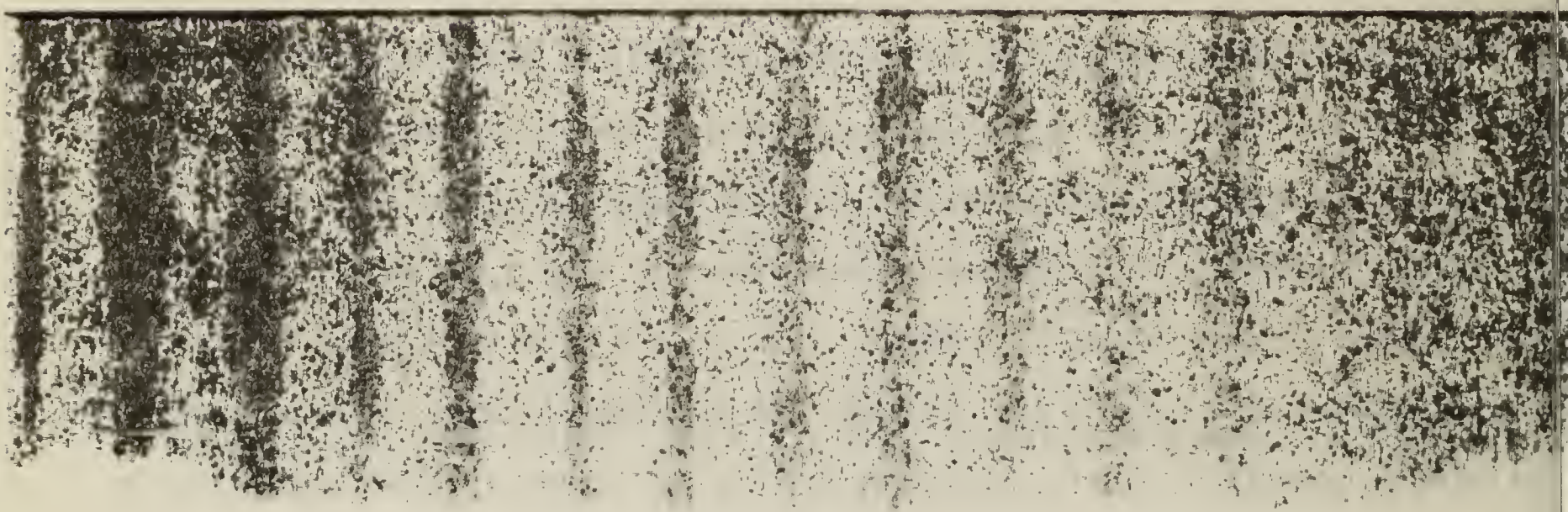
money. A school system planning on a central kitchen can well use this method while waiting for the kitchen to be built.

SCHOOL BREAKFAST PROGRAM

The Breakfast Program bows to many of the same regulations that the Lunch Program does. It is now the option of the local school or other agency and will be till September, 1972 when all public schools with high needy enrollment must offer breakfast. Currently, the Breakfast Program caters to over 5,000 children in 82 schools under a budget of $425,172.00 for Fis. Yr. '72 from the Federal Government which reimburses at a rate of 15¢ per meal. As with School Lunch, assistance is available in comodities and for equipment and its installation. Only lunch schools are in the Breakfast Program: this is ostensibly because lunch schools already have facilities, and because lunch is the more important program to install first in a foodless school. The breakfasts must meet national nutritional standards, including milk, fruit, and bread or cereal, etc.. Determination of need for free or reduced-price breakfast follows the same rules as for lunch.

SPECIAL MILK PROGRAM

The Special Milk Program also serves preschool - 12, and is the option of the local school or agency. It operates under a budget of about three and a half million federal dollars. Besides non-profit public and private schools, Special Milk is available to a variety of child-care institutions such as neighborhood houses, summer camps and community recreation groups. All but one or two public schools not yet providing lunch participate in the Special Milk Program. Each child gets a half pint.



SPECIAL FOOD SERVICE PROGRAM FOR CHILDREN

Non-profit institutions, not necessarily schools, and exclusive of in-residence institutions, are eligible for assistance under this program. Day care centers and summer day camps for low income children are the main target. The requirements participating agencies are held to with regard to their responsibility to the children and to the government are similar to those for schools under the School Lunch Act.

Reimbursement for food from federal funds is set at cost or according to the following schedule, whichever is less.

15¢ per child for breakfast
10¢ per child for morning/afternoon snack
30¢ per child for lunch/supper

Unfortunately this program is over subscribed at the moment; the federal allotment of $248,512.00 for FY '72 is insufficient for even the existing programs.

ELDERLY FEEDING PROGRAM

The Elderly Feeding Program, jointly administered by the Office of Elder Affairs through the Bureau on Aging and the State Department of Education through the Bureau of Nutrition Education and School Food Services, is the option of local authorities. The School Committee or non-profit public or private agency can join this program to feed their elderly who are over fifty nine and who have been approved by the state. The feeding agency may not charge more than 50¢ a meal, and will be reimbursed for any cost above that 50¢ by the Department of Education.

CONCLUSION

The Bureau of Nutrition Education and School Food Services conducted a dietary survey in 1969 of one day in the nutrition of 80,000 school children in the Commonwealth. They discovered that:

13% had no breakfast
24% had an inadequate morning meal
6% ate no lunch
41% ate an inadequate noon meal

In addition, almost 3/4 of the children buying a Type A meal in school ate an adequate lunch; whereas, nearly 2/3 of the children eating any other way had an inadequate meal on the survey day. That score is certainly a credit to the School Lunch Program, but it also shows its fallibility. It is important to consider more than just availability and protein content in planning a lunch program. Do the children eat it? If not, is there enough staff to monitor a reasonably calm and ordered lunch hour? Is the food appetizing and varied? Does it look interesting? Has the ethnic background and eating habits of the children been considered in planning the menu? To help solve these problems and in all facets of setting up food programs, the Bureau of Nutrition Education and School Food Services stands ready to provide technical assistance in food service planning and operation. Among its staff are six field nutritionists each assigned to a geographical area and who evaluate programs and give advice.

OTHER SOURCES OF ASSISTANCE

The Massachusetts Alliance Against Hunger and the Massachusetts Law Reform Institute both have grants from the U. S. Office of Economic Opportunity, Emergency Food and Medical Services, to ensure that low income communities are making full use of the federal food programs they are entitled to. Both agencies will provide information and help to those looking to start a food program. Mass. Law Reform will explain what's allowed or required under state or federal law, will help work out strategy, and will assist local legal services or private lawyers in legal proceedings should they arise. In this they coordinate with the Mass. Allaince Against Hunger, but their focus is on legal problems, while the Alliance concentrates more on community organization. The Alliance's priority is to organize communities where low income people are interested in food programs and related issues. They can find out who would be knowledgeble or powerful to help, they will work on political strategy and will supply information. They would, for instance, organize a local conference for a community wanting to institute a program.

The people to get in touch with are:

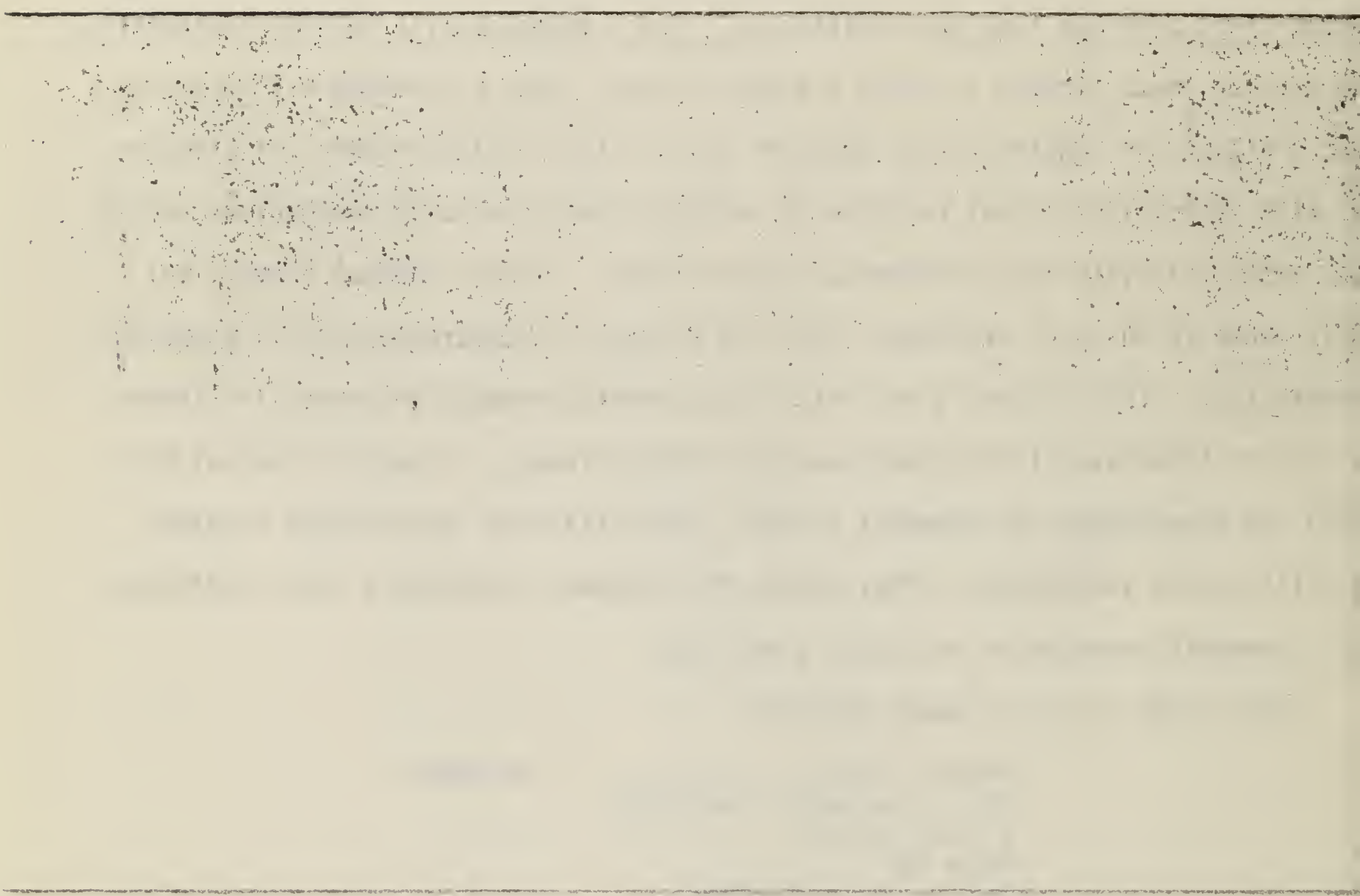
Michael Faden 482-0890
Mass. Law Reform Institute
2 Park Square,
Room 505
Boston, Massachusetts

William Pastreich, Director 267-0760
Mass. Alliance Against Hunger
15 Newbury Street
Boston, Massachusetts

HOW TO START A SCHOOL LUNCH PROGRAM: SOME SUGGESTIONS

A. Local Effort

1. Decide who, if not the school department, is to be the sponsoring local agency. Model Cities can apply, but all reimbursement goes through the local school department.
2. Local money: the school committee must appropriate sufficient funds for its share. The city or town council cannot cut the education budget:



though it can be defeated by public referendum.

3. The local agency should determine the number of schools, estimate the number of needy children, and propose the number of Specially Needy Schools to secure maximum state and federal assistance. (Some income statistics for schools in the nine model neighborhoods are available from the Bureau of Equal Educational Opportunity in the State Department of Education, 617-727-5882)

4. The local agency should then apply to the Bureau of Nutrition Education and School Food Services, 617-727-5764.)

B. State Effort

1. Non-food Assistance: information about all the possible systems is available from the State Department, hot/cold, cafeteria/central kitchen, prepackaged and vendor-delivered. The next step is to write up specifications and put them out to bid. A double oven to heat 360 meals in one 20 minute shift lists at about $3,000.00: a single oven for 180 meals lists at $1,300.00.. Rewiring in an old school if that is necessary costs $800.00.. The state will pay up to 75% of the cost of equipment and its installation, but not for rewiring or renovation.

2. Food: bid for a food company (or several for variety.) If it is possible, the food company should deliver the pre-packaged lunches right to the school door to be heated or kept cool. This system is the speediest, minimizes local responsibility for delivery, making the vendor accountable.

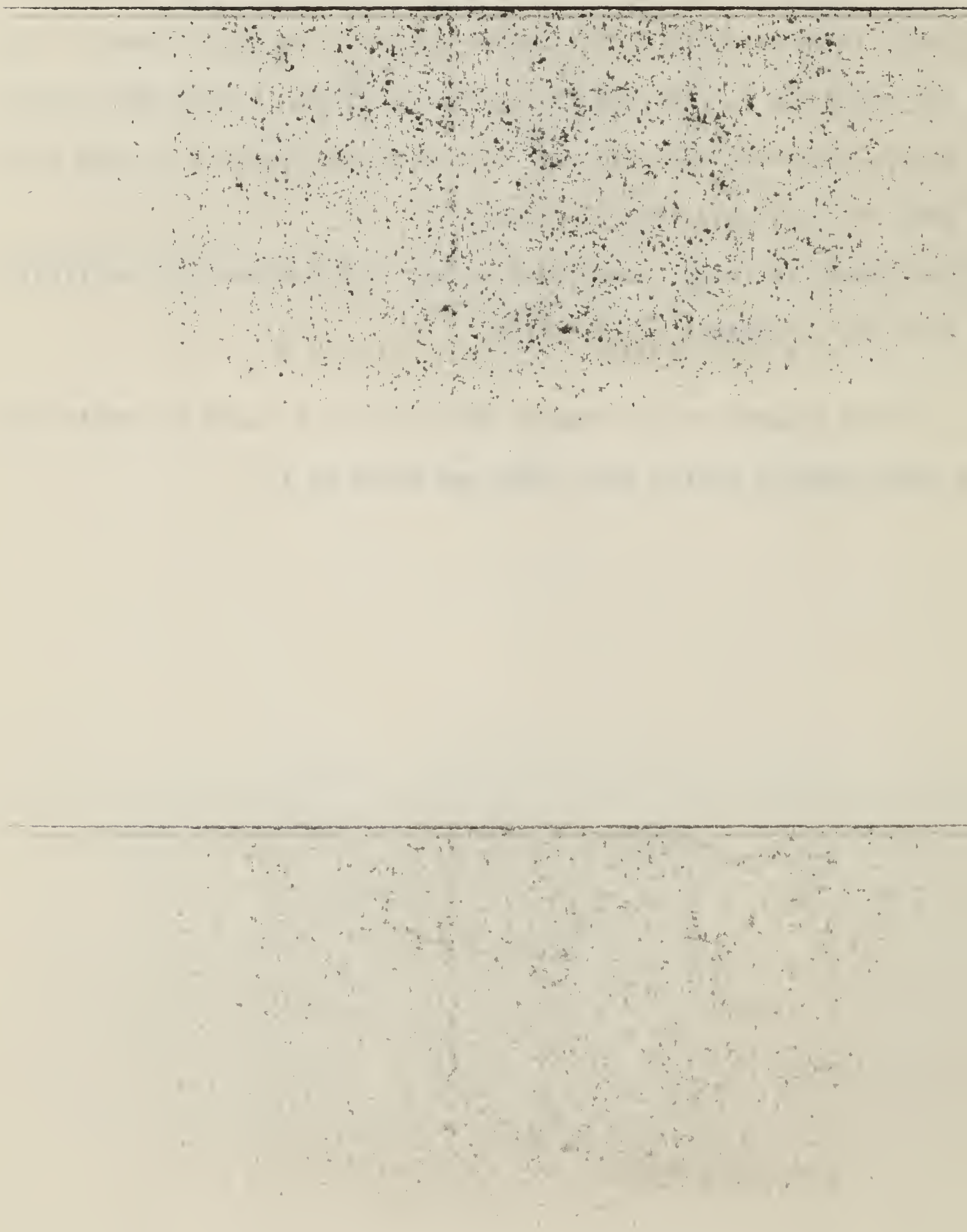
C. Staff

1. An experienced professional should direct the program.

C. Staff (Cont'd.)

2. Whether the professional, clerical, and custodial staff must be civil servants varies from community to community. In cities over 50,000, it is required.
3. Lunch aides are paid by the school committee or local agency. They can carry the food to the classrooms (if there is no central dining room), supervise the meal, and cope with the disposal. Large plastic bags are available for 1/2 ¢ each.
4. Management training, menu planning and like services are available from the Department of Education.

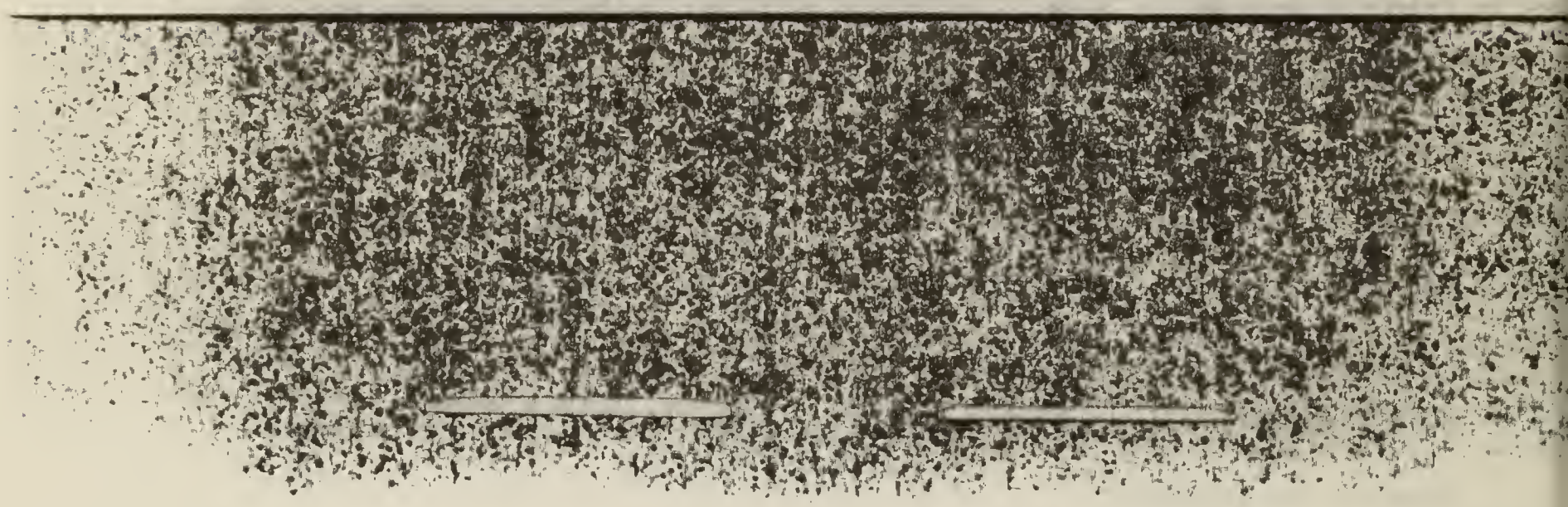
As speed is of the essence to feed hungry children and to meet the state law, applicants should make a strict time table and stick to it.



Hot School Lunch was one of the original educational components of the New Bedford Model Cities Action Plan. When staff hiring for the education projects began in June, 1970, good luck and good judgement combined to secure David Sameiro as director of the incipient lunch program. After a year and a half and alot of probelms, the program is running efficiently, serving over 2,000 children in eight Model Neighborhood schools (one is just outside but draws almost exclusively from the MNA). An expansion plan is in the works to reach all the schools in the city, which would hand on the responsibility from Model Cities to the School Department.

The program as it works now is an inspiration to anyone intending to feed school children. It is instructive to look at some of the problems that arose and how Mr. Sameiro dealth with them, because they are the sort of problems that might crop up in any community, especially in an urban one.

One of the first hurdles was to find a suitable building for the base kitchen. Government requirements have to be satisfied and the budget must be kept possible. Mr. Sameiro found a grocery store to rent at a reasonable rate and central to the radial schools. But to meet government regulations, major renovation was in order. Boston architects came down to estimate the work, but were underbid by about $5,000 by a local contractor, Mr. Sameiro recommends involving the



community in any and all ways practicable, because the more people who are involved the more allies a project is likely to have. That goes for local officials as well.

Another problem that soon reared up was with the application form for free or reduced-price meals. The U.S. Department of Agriculture's suggested form asks parents to state their income and whether or not they are on Welfare. Many parents in the MNA who were receiving Public Assistance and who felt their children were eligible for free or reduced-price lunch objected to publishing their financial situation a second time, when that information was already on record with the Department of Welfare. Mr. Sameiro, therefore, rewrote the form providing Welfare families the option to check a box indicating that they receive Public Assistance. After getting his form approved, he translated it into Spanish and Portuguese, and distributed it to all the families in the neighborhood. This hitch held the program up two months.

Another observation Mr. Sameiro would pass on underscores the benefit of taking advantage of commercial food equipment companies. These companies offer equipment and systems for food production and service. It is well worth their while to feature in your proposal because that enhances their chances of being the chosen manufacturer for the project; therefore they will send consultants at their own expense

to assess and advise and work out the specifics of your proposal. They reasonably hope thereby to sell you their ovens and iceboxes, etc.

Mr. Sameiro's budget is less this year than last, by about $100,000 which went for renovation, equipment, and installation. For FY'72 his budget breaks down like this:

Sources	From Model Cities	$156,641.00
	From the City of New Bedford	149,591.00
	From Lunch Program, State and Federal	102,060.00
	From Student Payments	88,532.00
	TOTAL BUDGET, FY'72	$402,799.00
Expenses	Personnel	$139,663.00
	Rent	12,260.00
	Transportation	4,582.00
	Supplies	233,357.00
	Equipment	10,000.00
	Installation and Renovation	500.00
	Telephone	642.00
	Advertising for Personnel	200.00
	Janitorial Services	1,445.00
	TOTAL	$402,799.00

The children and their eating must not be forgotten as the paramount consideration. In this case the children get a hot pack, a cold pack, and milk. The alternative to prepacking is bulk feeding, the advantage of which is psychological mainly - each child gets his own individual portion ladled out before his eyes. The disadvantage is pecuniary - bulk feeding is likely to be more expensive. Washing up the pans will require lunch staff to be on duty longer than monitoring staff need be; and each school must

then be equipped with a counter service. New Bedford's double pre-pack can go to schools with no facilities at all. In five of the eight schools the lunches arrive and are taken to the classrooms where mealtime is supervised by a teacher aide or a lunch aide (mostly parents or other local people hired at $2 an hour). Mr. Sameiro has found that there is little waste because the children are generally hungry. But some meals are less popular than others, like beef stew, which has been dropped. Macaroni with white sauce didn't go down very well either, so the cook added some food coloring and bread crumb topping to see if that would boost appeal. It was a huge success.

Footnotes

1. David J. Kallen, "Nutrition and Society," JAMA, vol.215, no.1, January 4, 1971, p. 98.

2. Bureau of Nutrition Education and School Food Services, Mass. State Department of Education, "Regulations -- Determining Eligibility for Free and Reduced Price Meals," (mimeographed).

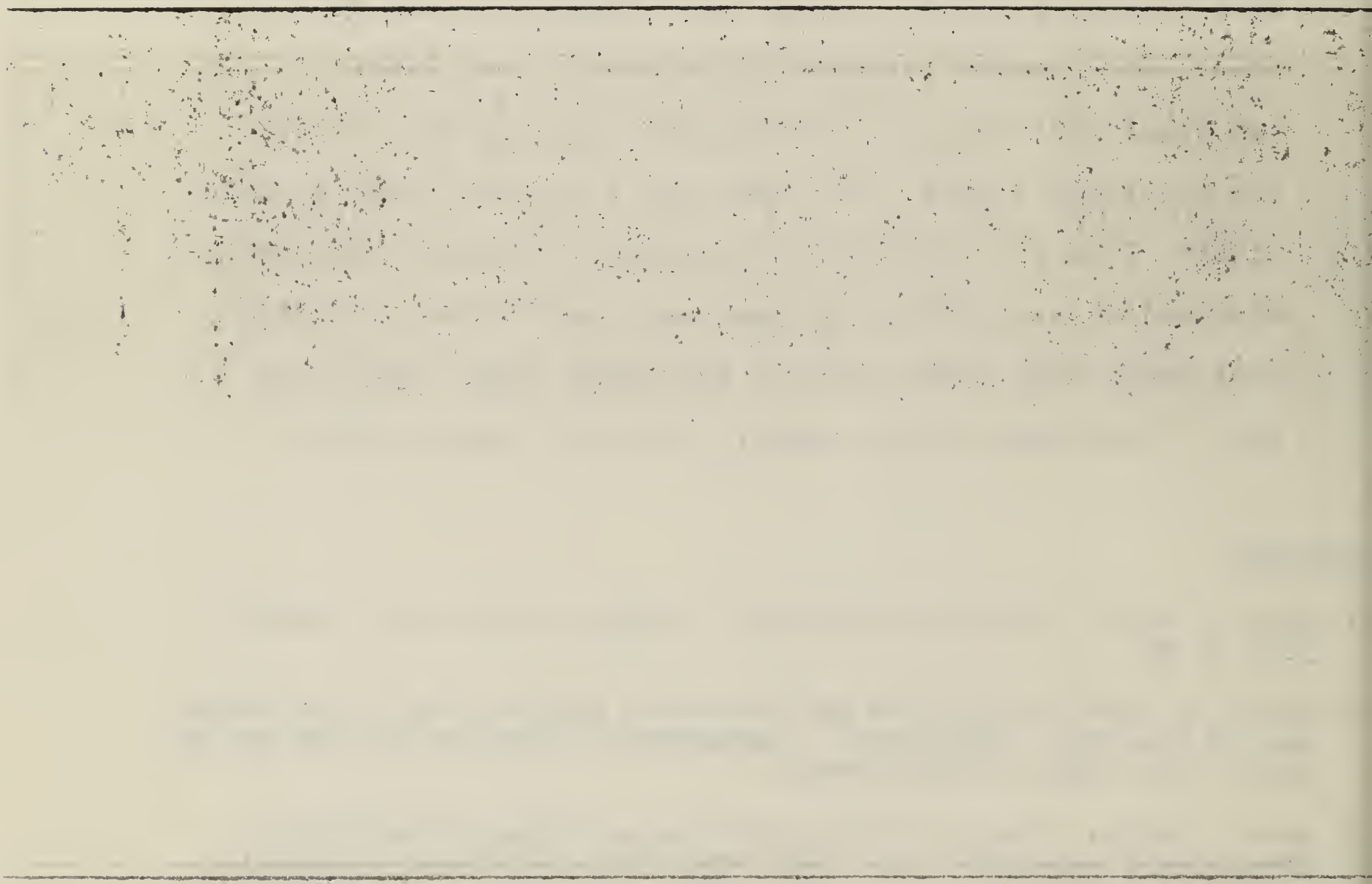
3. John C. Stalker, "Revised Policies for Free and Reduced Price Meals," mimeographed memorandum, July, 1971, Mass. State Department of Education.

4. John C. Stalker, "Administrative Letter No. 9: Revised Reimbursement Rates and Accountability as a Result of PL92-153 and Changes in USDA Regulations," December 20, 1971, State Department of Education, Boston, (mimeographed) p.2.

5. Ibid., p. 2.

6. Ibid., p. 2.

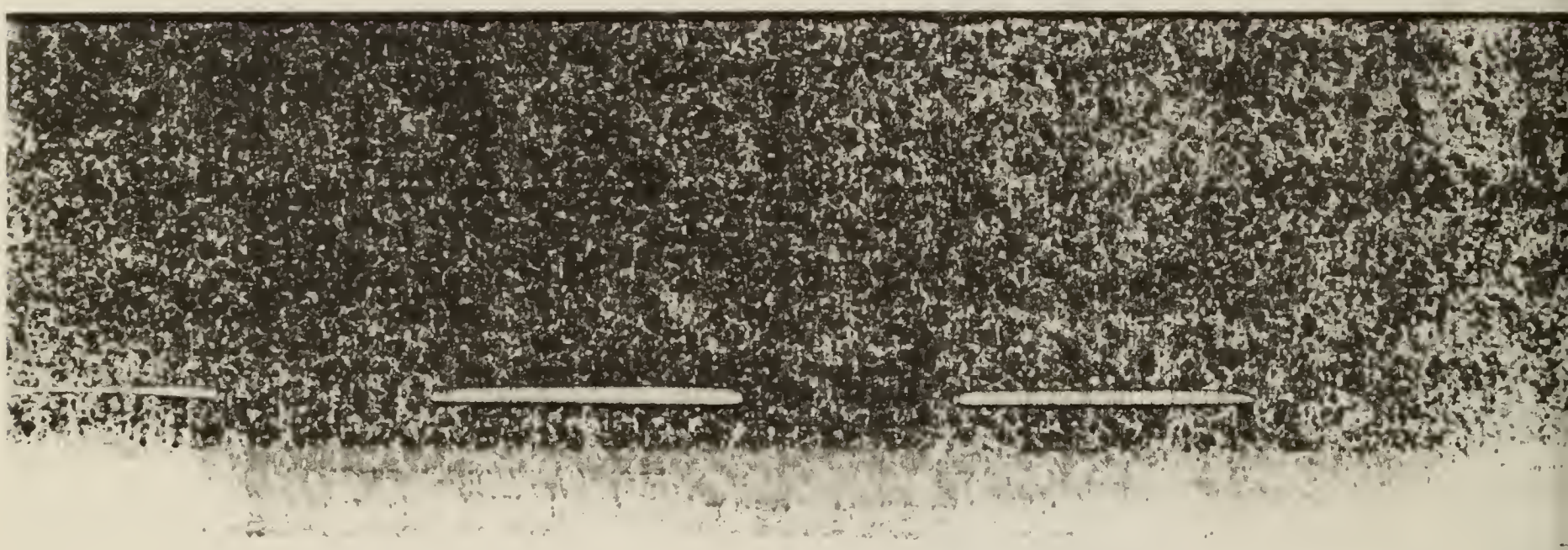
7. Interview with David Sameiro, Director, School Lunch Program, New Bedford Model Cities, December 16, 1971.

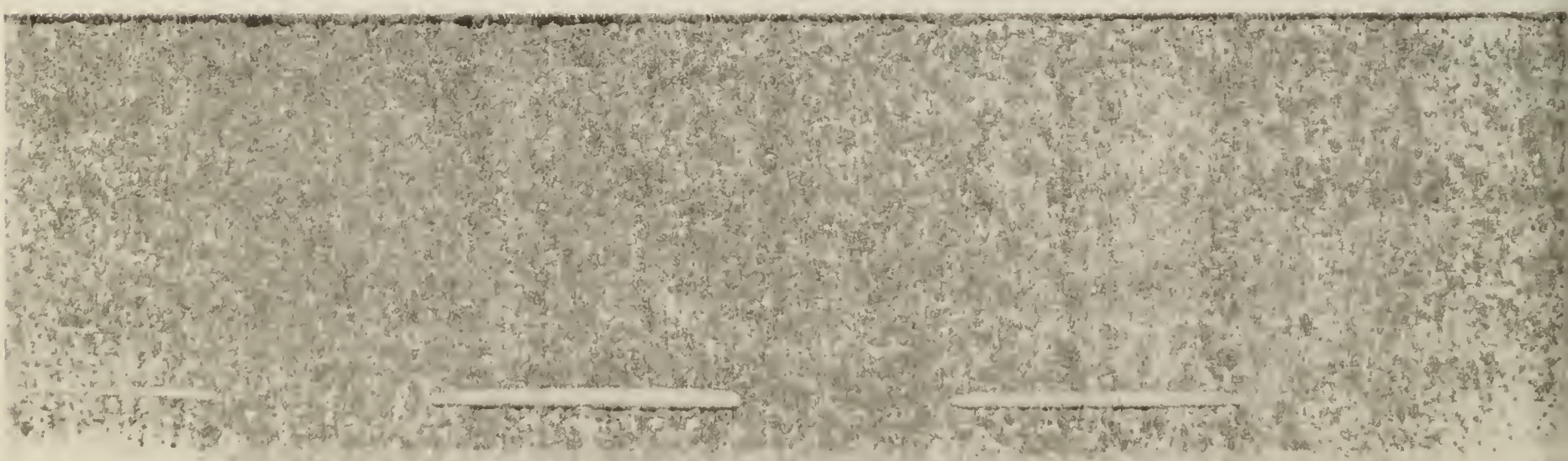


APPENDIX A

Number of Lunchless Schools in Some Massachusetts Cities

BOSTON	140 out of 195 (lunchless)
BROCKTON	12 out of 26
CAMBRIDGE	9 out of 19
FALL RIVER	33 out of 41
FITCHBURG	9 out of 16
HAVERHILL	0 out of 22
HOLYOKE	3 out of 16
LAWRENCE	16 out of 19
LOWELL	19 out of 35
LYNN	24 out of 31
MEDFORD	16 out of 22
NEW BEDFORD	20 out of 30
QUINCY	22 out of 30
PITTSFIELD	1 out of 25
SOMERVILLE	18 out of 26
SPRINGFIELD	8 out of 49
WORCESTER	47 out of 63



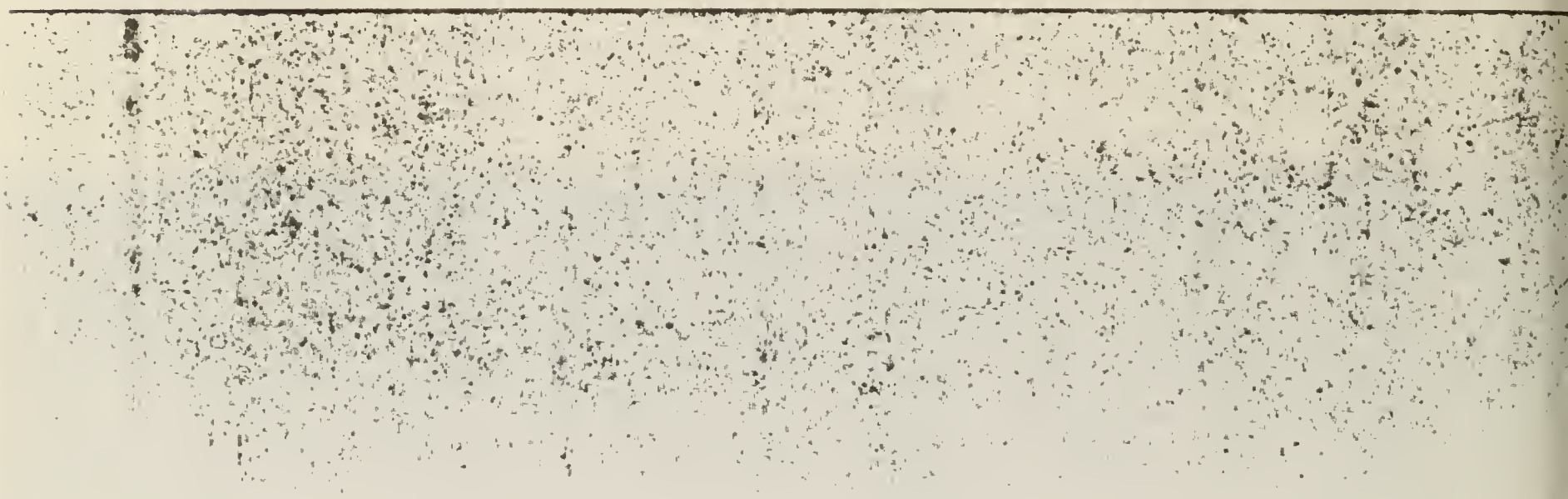


APPENDIX B

INCOME SCALE FOR FREE AND REDUCED-PRICE MEALS

family size	Annual Net Income for free lunch	for reduced-price lunch
1	$2040	$2832
2	2832	3507
3	3507	4182
4	4182	4857
5	4857	5534
6	5534	6209
7	6209	6885
8	6885	7559
9	7559	8235
10	8235	8911
11	8911	9587
12	9587	10263

For each additional person over 12 in a family add $675.



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13. U.S. Department of Agriculture, Agricultural Economic Report #72, Establishing Central School Lunch Kitchens in Urban Areas: Problems and Costs, (U.S. Government Printing Office, Washington, D.C., 1965).

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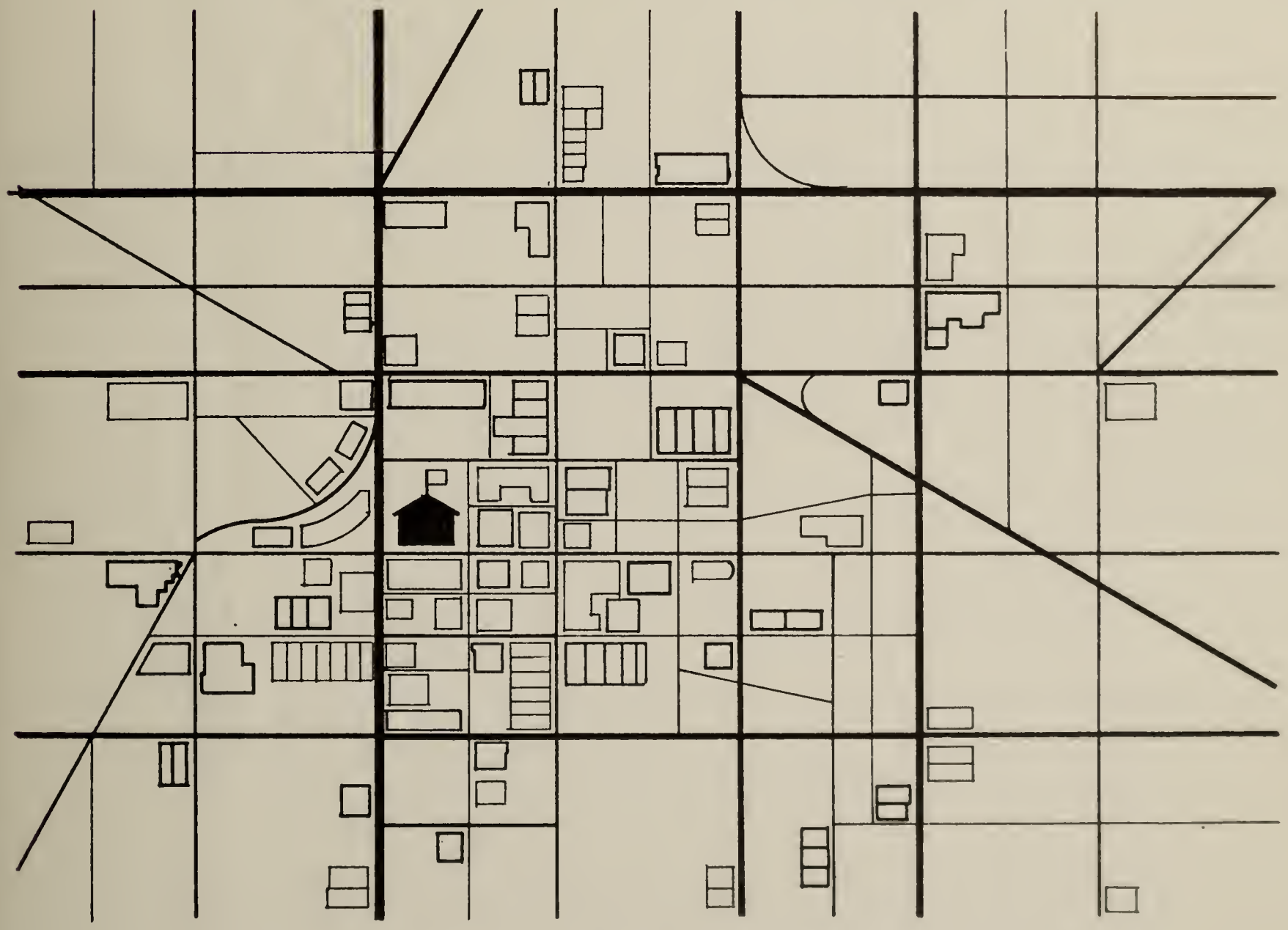
Massachusetts Department of Education
Bureau of Equal Educational Opportunity

Schools for the City



DIVERSITY IN THE CURRICULUM:
MINORITY STUDIES

by

Rosalind Michaelles

Model Cities Bulletin No. 4
Publication No. 5950

May, 1972

Enclosed is "Diversity in the Curriculum: Minority Studies," Model Cities Bulletin Number Four. The information for this issue was gathered in the Spring of 1971 by Rosalind Michahelles for the proposed revision of Minorities in the Curriculum: What's Happening Where, a teacher book originally put out by the Bureau of Curriculun Innovation. Unfortunately, through a series of untoward events, that revision was never completed. We are offering this section, however, despite the information being a year old, in the hope that it will provide a helpful cross-pollination for interested teachers and administrators. The extent to which minority studies of one sort or another appear in the curriculum of Massachusetts schools attests to the belief in diversity, that it is wholesome, and above all that is is educational.

Credit for making this publication possible is due Robert Watson, Director of the Bureau of Curriculum Services, Barbara Kaufman Welanetz, Editor of Kaleidoscope, and Patricia Allen, Co-editor of the original Minorities in the Curriculum. It is also appropriate here to thank Edith Moss and Lometor Pinnick who worked on the section which sadly will not be forthcoming.

Rosalind Michahelles is currently employed by the Bureau of Equal Eduactional Opportunity; she did most of the research for this issue, however, under the aegis of the Bureau of Curriculum Innovation in the Division of Curriculum and Instruction. Ms. Michahelles received her B.A. from the University of Pennsylvania and a Masters Degree from the University of London.

The research and writing of Schools for the City is one of the functions of the Bureau of Equal Educational Opportunity. The Bureau has five general objectives:

1. To eliminate the segregation and isolation of minority group students;
2. To increase the funding available to meet the educational needs of children of low-income families;
3. To increase state-wide awareness of and responsiveness to these special needs among educators and the public;
4. To encourage respect for ethnic and linguistic diversity; and
5. To open the decision-making process at all levels in education to the recipients of educational services and their families.

In seeking to meet these objectives, the Bureau engages in analysis and efforts to change the operating priorities of the educational system in the interests of its target groups. The Bureau also provides direct technical assistance to organizations seeking to increase educational opportunity, and particularly to Model Cities agencies and school departments, upon request.

Catherine Minicucci
Editor, Schools for the City

May 1972

TABLE OF CONTENTS

I Program Abstracts: Listed alphabetically by town or regional district p. 1

II Subject Index: Topics listed alphabetically 19

AMHERST-PELHAM REGIONAL SCHOOLS
Mr. Donald Frizzle, Acting Superintendent
(413) 253-2868

Raymond Giles from the University of Massachusetts' Center for International Education has organized this half year elective course which students may take for either English or history credit. Teachers participate as students. The course is called "The Black Experience: the Social, Political, and Economic Status of an American Subculture." The purpose of the course is to help students find stereotypes in themselves and in others from minority subcultures; and to help them understand what has led to the second-class citizenship status blacks find themselves in, why it persists, and the nature of the struggle against it. A brief review of American history prefaces the study of contemporary black society and culture in this country from 1960 to the present. On Thursdays the class listens to a speaker, a specialist from the local university community; the following Fridays and Mondays the students discuss the speaker and his topic; on Tuesdays and Wednesdays they have readings, filmstrips, and the like. Outside reading includes Jones, Baldwin, Hughes and King.

APPONEQUET REGIONAL HIGH SCHOOL (Freetown, Lakeville)
Freetown and Lakeville
Mr. Dorsey, Teacher
Howland Road, East Freetown (617) 947-2660

Prejudice and intergroup relations form the focus of a one-semester sociology elective offered to 11th and 12th graders. They get into the psychology of prejudice, as well as its sociological results, through simulation games such as "The Cities Game" and "Black and White." They consider immigrants historically, blacks, the Japanese-Americans during World War II, and how prejudice works against the poor as well as against minority groups.

AUBURN SENIOR HIGH SCHOOL
Mr. Paul Malkasian, Teacher
(617) 832-3286

The mandatory P.O.D. course is broken into several electives, one of which is "Minority Group History," last spring a ten-week unit but now a whole semester. Blacks, Indians, and Spanish-Americans are the three groups studied. The text consists of varied readings that Mr. Malkasian mimeographs for the class and audio-visual material about Indians from Time-Life; this is supplemented by black and Spanish-American speakers from Worcester whenever possible.

BOSTON: MATTAPAN AREA
Mrs. Dorothy Cash, Project Director, "Orientation for Integration" ESEA Title III Project. 1641 Blue Hill Ave, Mattapan (617) 296-3041

This newly funded Title III project began in Spetember. To be benefited are the community, educational staffs and students of seven Mattapan schools:

the Bartha Baker (1-2), Lowell Mason (K-3), Charles Logue (K-6), Solomon Lewenberg (7-9), a high school, and St. Angela's parochial school (1-8). It is hoped that the project will "promote racial harmony in the Mattapan area and create an emotionally healthy climate conducive to learning." The area has undergone recent rapid change in its proportions of black and white populations. The project has three parts. One provides sensitivity training through T-groups, retreats, and a high school "mini-institute." A second equips multi-ethnic resource centers in the schools with the intent of eventually getting this material into the general curriculum. A third sets up an interracial, inter-district parent-teacher advisory council for the elementary schools to secure community participation and input.

BOSTON: DORCHESTER HIGH SCHOOL
Mr. Tony Dileso, History Department Head and Teacher; Mr. Joseph Staples, Teacher
76 Dunbar Avenue, Dorchester (617)436-2065

Dorchester High School's student population is about half black and half white. To integrate American history the teachers use the curriculum guides provided by the School Department. Mr. Dileso uses Eyewitness by Katz and Negroes in American Life by Wade in his classes; the school has enough copies of these books so that they are available to every student of American history. During 1970-71 Mr. Staples taught African history to a class of about 20 students, with the help of a Boston University student teacher. This fall the school is also offering Black Studies.

BOSTON: MARY CURLEY JUNIOR HIGH SCHOOL
Miss Karen Hicks and Miss Marilyn Hyder, Teachers
493 Centre Street, Jamaica Plain (617) 524-3323

Miss Hicks and Miss Hyder use the Boston curriculum guide, "The Negro in American History," in teaching their 7th and 8th grade social studies classes. Miss Hyder's 7th graders consider a unit on slave trade and plantation life to instigate an historical awareness of blacks. As the 8th grade looks into African civilization before European colonization, they find in what ways the African were more civilized than the invaders; they discuss the difference between races and the difference between being black in Africa and in America. Why the emancipation didn't really free black Americans is one of the topics discussed under the economics of slavery. Students read the poetry of Phillis Wheatley; they read from The Autobiography of Malcolm X, Martin Luther King's writings, Eyewitness, and other sources in reviewing the civil rights movement. Miss Hyder took one of her 9th grade classes to Boston Garden to hear Dick Gregory. Both teachers counsel individual students who raise questions about prejudice.

BOSTON: J. F. KENNEDY ELEMENTARY SCHOOL
Mr. Joseph Abbot, Assistant Principal and Teacher
7 Bolster Street, Jamaica Plain (617) 522-3353

Using the city's curriculum guide, Mr. Abbot scheduled a unit in his sixth grade class on Afro-American history. The class discussed slavery and its effects, and contributions of black people to America. The work led to a sixth grade assembly presenting the results of the children's individual research on black heroes such as Matthew Henson, Crispus Attucks, Jackie Robinson, and W. C. Handy. The assembly sang spirituals, heard Hughes' poem "Mother to Son," and ended with a broadcast of Martin Luther King's speech "I Have a Dream." One Puerto Rican in the heterogenous class which also included whites and blacks asked the teacher at the end of the experience when the class could do a unit on Puerto Ricans.

BOSTON: LEWIS MIDDLE SCHOOL
Jack Slattery, Teacher (current), (617) 427-4546
Joseph McLean (former teacher), 15 Arborcrest Terrace, Mattapan
(617) 296-8208

Mr. McLean received $280 from the Title III collaborative EdCo to enlist student talents in preparing a black heritage trail slide-tape. Growing out of his encounters with the black artist-historian J. Marcus Mitchell, the project was implemented during his first semester as teacher in the Lewis Middle School. A student discussion of the Pan American "Tours on Tape" provided a natural jumping-off place. The group first selected some audio-visual equipment -- two instamatic cameras and a tape recorder. Two students enrolled in a photography workshop being held in the school, and they became the chief photographers for the project. Thanks to the consultant fees provided by the EdCo grant, Mr. Mitchell, Director of the Museum of Negro History in Boston, came to the school and showed students his own slides of the sites to be visited, stimulating a lively discussion. Two weeks later he went with the class on a walking tour. The student photographers' work was supplemented by that of a college student; because it was an overcast day, his work was a valuable aid in the ultimate editing. (The teacher's brother accompanied the class with a movie camera, resulting in an eight-minute film record of the tour.) A non-script interview with Mr. Mitchell was followed by a teacher-scripted one, which incorporated student remarks and insights.

There were considerable consequences. Students went to Hingham and presented their slide tape to their peers at Plymouth River School. Mr. Mitchell addressed some 70 social studies teachers at a regional meeting of the Massachuserts Council for the Social Studies. Mr. McLean also applied for and received a $1200 matching grant from the Massachusetts Council for the Arts and Humanities to extend the concept of students using community historical resources still further. (The School Department's Title I provided the matching through the value of teacher released time and $300 credit in reproducing materials, even though Mr. McLean himself is now a full-time graduate student and serving only in an informal way as advisor.) This grant will allow four teams, each made up of four students and a social studies teacher, to make eight visits each to the Museum of Negro History, work with Mr. Mitchell in preparing indepth curriculum material on topics like black regiments in the Civil War, and allow mass reproduction of the student work for wide distribution; the work will incorporate original materials from the Museum. Students may even have an office in a city-owned building directly beside the Museum. This project will begin in early 1972. Note: By sending $15 to the Museum via Mr. Mitchell at the above address, those interested can receive a copy of the 36-slide tape.

BOURNE: LYLE JUNIOR HIGH SCHOOL
Ron Haley and Andrea Pederson, Teachers
Otis Arr Force Base, Otis (617)563-5635

The town of Bourne recently started a pilot seventh-grade course in geography and ancient history, which uncludes a unit dealing with the Coastal Indian culture of Southeastern Massachusetts. Several students at Lyle Junior High School are descendents of the Wampanoag Indian Tribe of Cape Cod, and these students helped set up the basic unit. The course traces the development of the southeast coastal Indians from the early Paleo culture to the arrival of the white man. Projects included building miniature homes, canoes, weapons, cooking food and making clothes from available materials. Class time was given to students to collect material and work on their projects.

CAMBRIDGE
Mrs. Elizabeth Boyce, Director of Social Studies
1700 Massachusetts Avenue, Cambridge (617) 876-4500

Twenty teachers participated in a one-week sensitivity training workshop during July 1969. The workshop was one of six similar programs involving over 200 Cambridge school teachers. Ten of the teachers lived in a Boston South End rooming house for a week. They were given limited funds and assigned tasks designed to acquaint them with the difficulties experienced by inner-city residents. These tasks included playing the role of a parent receiving welfare funds, locating an apartment for themselves and four children, purchasing food for "their" family and outfitting "their" youngsters for school with the amount stipulated by the Welfare Department. In addition to these tasks, the teachers met with black policemen and teachers, area residents, parents and students. The other ten teachers underwent more traditionll classroom instruction on the subject of inner-city problems. They participated in intensive classroom study of current social problems with experts in the field. A ten-hour black-white confrontation with black leaders and law enforcement officials provided the seminar participants with further classroom experience.

After their one-week workshops, the two groups met for two and a half days to transfer the reality of theie experiences to the classroom. The final two days of the program gave teachers the opportunity to develop inservice faculty training program outlines. Some twenty units were prepared for all grades during the second week of the seminar. All units were field tested during the fall of 1970, and when the rough spots were worked out they were reporduced for citywide use. Not only is any unit available to any teacher in the system, but the teacher/designer will accompany "his" unit to the new classroom to help launch it. The following recommendations were presented for the entire school system: 1) that all new teachers, masters and assistant masters undergo a consecutive three-day "sensitivity training" session; 2) that seminars be conducted by summer workshop teachers throughout the year; and 3) that inservice faculty training guidelines developed by the summer workshop be implemented.

CHELMSFORD ELEMENTARY SCHOOLS
Mr. Chalres L. Mitsakos, Social Studies Coordinator
31 Prince Street, North Chelmsford (617) 251-6171

Social Studies in the Chelmsford Elementary Schools is based on the University of Minnesota Project Social Studies. Geography, anthropology, sociology and history are blended throughout. Grades 1 and 2 study "families around the world" -- a Hopi family, an Algonquin Indian family, a Quechua (Peru) family, and a Japanese family in Grade 1; an early 18th century Boston family, a Muscovan soviet family, a Hausa (Nigeria) family, and a kubbutz (in Israel) family nn Grade 2. Grades 3 and 4 study "communities around the world," progressing to the social unit larger than the family in diverse societies -- the American frontier, Paris, the Trobrind Islands, and India south of the Himalayas. Grade 5 shifts to how man uses his environment in terms of what his culture is.

CHICOPEE COMPREHENSIVE HIGH SCHOOL
Mr. John Moran, Social Studies Chairman; Mr. David Kowalcyzk, non-Western studies teacher
Rolf Avenue, Chicopee (413) 532-1407

For three years Chicopee Comprehensive has offered non-Western History in the days as an elective for students and in the evening to the community. Altogether about 300 students have taken the day course and about 100 the evening. The core text has been the Cambridge series, focussing on four areas: Asia (China, Japan and Korea), Southeast Asia, Africa, and Latin America. This year Asia, Africa and Latin America are being offered as discrete semester courses. A mythical African nation was set up in that unit. First the class did background reading on Ghana, Nigeria and the Congo, then proceeded to make a complete framework of government for their West African nation dubbed "Denegal." They wrote a constitution, designated a capital, designed a flag, and wrote a national anthem that they put to borrowed music. Each class was given, deus ex machina, a national problem to cope with -- for one an earthquake, for another a coup d'etat. In one class Mr. Kowalczyk was arrested as an agitator! To evaluate the course, Mr. Kowalczyk posed questions for the classes at the end of the year: which country interested them the most? what project was most fruitful? Overwhelmingly the classes were enthusiastic about the projects in which they had learned by doing, as in creating Denegal. The school is near Westover Air Force Base, and this course particularly has profited from having students who have lived in the Philippines and been based around the world with the Air Force.

DUXBURY HIGH SCHOOL
Mr. John McGuire, Social Studies Department Head and Teacher;
Mrs. Irene Sherwood, English Teacher

Three units in the senior U.S. History course are Black History, The Mid-East, and The Rim of Asia. The Far Eastern unit takes its name from the text, "The Rim of Asia," a Scholastic paperback. Involvement in Vietnam inspired the staff to offer Asian history, looking into Korea, Vietnam, Cambodia, the Philippines, and Japan. It is a lecture course in which the students take some of the onus for presenting materials: they deliver reports to enlighten

the class on such matters as the difference between the Tokugwa and Meija periods in Japanese history. Grades 11 and 12 are now taking English under an elective system which includes a quarter of black literature and culture, featuring African and black American literature plus American Negro music -- jazz, soul and gospel.

FAIRHAVEN HIGH SCHOOL
Mrs. Mabel Knipe
(617) 992-9206

Alan Paton's Cry, the Beloved Country is the source for an indepth look at South Africa with an eye to its social history; this is in a black literature clsss for honors seniors. From there the class goes to a survey of black literature that they find in Bontemps anthology, American Negro Poetry. Two sophomore English groups have been the locus of a controlled test using a University of Connecticut Center for Black Studies thematic unit, a careful comparative study of Raisin in the Sun, Glass Menagerie, A Separate Peace, and Native Son.

FALL RIVER PUBLIC SCHOOLS
John Correiro, Director; Division of English as a Second Language
128 Hartwell Street, Fall River (617) 673-7709

Dependable sources estimate the Fall River Portuguese-speaking population to be as high as 18,000. Responding to the need children of newly arrived families have to learn English, The Fall River School Department in 1967-68 set up an English as a Second Language program. In 1968 John Carreiro assumed direction of the program which then moved into a central facility. Centralization, though it segregates the linguistic minority, offered some very tangible benefits: it concentrated the effectiveness of the program by making more resources available to more students; and it enabled the program to establish a three room Learning Resource Center complex, which provided space for a video-taping studio, individualized instruction, and a language lab with a two-way recording deck. Each student taped himself echoing a model voice and then played his own voice back. Money for the equipment in the Center came from Chapter 650, NDEA and ESEA Title III.

In 1968 Title III funded a teacher training component of the ESL program which operated monthlong workshops in the summer. Instructional methods and materials were the focus of the workshops, in which media possibilities, applied linguistics, sociology background, and the relation between teaching language and teaching reading were also expiored.

Although the program has been above all ESL, certain classes such as music and dance have been conducted in Portuguese, and guidance counseling has been available in Portuguese as well. The thrust of the program has been to prepare children for the public school regular day; and the transition rate has been rewardingly high. In line with the new state bilingual law, the strictly ESL approach is moving to a bilingual one. Fall River has received a Title VII, ESEA grant to develop a bilingual curriculum. Beginning in Spetember 1972, seven bilingual teachers will be in three schools working in teams to adapt the bilingual program to the existing schedules. These teachers developed individualized instruction curriculum packages at Project Spoke in Norton, which they will translate into Portuguese for bilingual use. About 150 students will be served by this individualized bilingual pilot program the first year.

FALMOUTH: LAWRENCE HIGH SCHOOL
Mr. Russell Marshall, Principal
(617) 548-0415

Lawrence High School, an open campus, extended-day school, is initiating a social studies quarter-course program this fall after starting with the same arrangement in English last year. During the fourth quarter the students choose from among thirty or so mini-courses: among the English offerings are black literature and Portuguese literature; among those in social studies are South America, black history, Portugal, and local Indian history. The extended day permits students interested to sign up for more than one course, and many did so with the English mini-options last spring.

FRAMINGHAM: LINCOLN ELEMENTARY SCHOOL
Mrs. Ignacia Mallon, Director, Bilingual Program
(617) 872-7892

After the success of a small pilot bilingual class established in 1969 by Mrs. Mallon, the Lincoln School initiated two bilingual classes in September 1970. These classes, grouping grades K-2 and 3-5, combine Spanish instruction for reading, mathematics, and social studies with intensive English as a second language instruction for about 25 per cent of the time. Techniques besides the nongradedness include team teaching, flexible grouping, and a teacher-child ratio of about one to ten. Bilingual education has spread to the junior and senior high school levels, too. Framingham offers a general culture course which is taught in Spanish, for which the curriculum was developed during summer 1970; the material is available to other teachers interested in conducting such a course. Students ask questions like, what is culture? and, how did it develop? They look at the Indian cultures of North and South America, beginning with the earliest evidence of these cultures. Indians during the European colonization comes next, followed by a study of Spanish and American influences on Puerto Rican culture. One of the texts is Conciendo Boringuen, imported from Puerto Rico. Several students asked to take the course a second time. Complementing this course is a math course taught in Spanish and the services of a bilingual school adjustment counselor, who works to improve individual school and community relationships.

Thanks to an ESEA Title III grant, the Lincoln bilingual program expanded this fall, being a multi-community language center. It will serve 16 neighboring towns as well as Framingham; it will service children of various tongues, not just Spanish; it will tap the bilingual and non-English speaking community as much as possible; it will train teachers; it will teach Spanish to the native-born; and it hopes to develop a broad tutorial program, a transitional approach from ESL to the bilingual, tests for the non-English speaking, and better integration with community agencies.

FRAMINGHAM HIGH SCHOOLS
Mr. Edward Moran, Director of Secondary Education
(617) 872-3338

Urban Problems (a 9th grade elective), Afro-American History (an elective in grades 9, 10, and 11), and Twentieth Century United States History (for Grades 11 and 12) are three courses offered in Framingham for which the schools have printed curriculum guides. The guides were developed during the summer by teaching staff. In the case of the U.S. history material, summer school students at South High School helped with the development. These guides are essentially descriptive; their bibliographies are commendable, especially those for Afro-American Studies and a section in the U.S. history curriculum called "Race Relations--the Role of the Black Man." These guides are available in limited number to teachers in other systems on request.

GARDNER HIGH SCHOOL
Mr. Charles Bird, Director, Instructional Services
(671) 63201602

Beginning this fall, Gardner is offering a variety of semester courses in social studies, from which the students devise their own combinations. Among these are the Far East--political, economic and social structures of China and Japaa, and the impact of Oriental culture on the West; Sub-Sahara Africa--to engender appreciation of other peoples, to wit, of the burgeoning African nations; and Contemporary World Problems--current events, with a particular eye to regions which are now in foment.

HAVERHILL HIGH SCHOOL
Mr. Kenneth Sciacca, Teacher
(617) 372-7747

Human Relations is a one-semester elective open to Grades 10,11, and 12. Students consider minorities in relation to the majority, concentrating on Afro-Americans, American Indians, Jews, and various immigrant groups. Core material consists of booklets from the Anti-Defamation League of B'nai B'rith; other materials include the AEP booklet on immigration, the filmstrip "Minorities Have Made America Great," and pamphlets on Afro-American history from Scholastic Scope.

HOLBROOK ELEMENTARY SCHOOL
Mr. Robert Barbarisi, Principal
719 South Franklin Street (167) 583-7072

Holbrook has espoused the multi-cultural approach to learning, integrating it into different disciplines: mental health, language arts, and social studies. One of the units in the mental health program on Grades 4, 5 and 6 is "Dimensions in Personality," based on a series of books put out by George Pflaum Publishers, 38 West Fifth Street, Dayton, Ohio: Here I Am (4th Grade), I'm Not Alone (5th), and Becoming Myself (6th). These books raise questions about why people are different and why they are not, about belonging and the need to belong, and identify.

HOLYOKE

Dr. Marcella Kelly, Superintendent
(413) 534-5678

Woven into the elementary curriculum is the study of the contributions to Holyoke made by different ethnic groups, particularly the black population. The 4-6 week black studies unit is one of sereral interdisciplinary units which rotate, so not all students have the black studies unit at the same time. In the upper grades there are multi-cultural units in the hunanities. The junior high school staged a "food day" when students brought in dishes typical of their own heritage. Holyoke is also spending ESEA Title II money on black literature and history books for the libraries.

IPSWICH HIGH SCHOOL

Mr. Robert Keefe, English Department Head; Mr. Dick Messaaler, Mr. Charles Greenman, Mr. Sewall Bowers, Mr. Rick Haynes, Teachers.
(671) 356-3137

Mr. Haynes spent several years with Indians in the Southwest, and under his aegis students at Ipswich High School have learned rain dances, peace dances, war dances, made war dance masks and moccasins, and listened to Indian music. A black unit in the humanities, phased out because it seemed irrelevant to students in an all-white community, actually proved to be a stepping stone to the understanding of minority group problems and prejudices closer to home. The largest ethnic groups in Ipswich are the Greeks and the Poles. Students decided to survey community attitudes towards these and other "different" groups, and asked such questions as, what people do you think are the pushiest? who are you most afraid of? They found the community was, in this order, most concerned about Greeks, Poles, hippies, and Catholics. Of course these groups were substantially represented in the school, and during class discussions many discovered their own prejudices and the manifestations of these prejudices.

LEXINGTON SENIOR HIGH SCHOOL

Mr. Richard Barnes, Director of Infrrmation Research and Federal Programs
1557 Massachusetts Avenue (617) 862-7500

September 1971 began the third year of Lexington's Education Without Walls, a program of individualized study for about 165 juniors and seniors who opt for it. Minority studies takes different forms; one of the French courses, for example, is La Litterature Negro-Africaine, which delves into the origins and themes of the movement of negritude and the colonial experience through literature. The standard high school curriculum also offers a spectrum of electives in different disciplines, such as Literature of American minorities; Modern American Black Literature; the American Indian Through Literature; two Black Studies courses; a human behavior course, entailing theories of race and prejudice; and a thematic approach to American history featuring black history and the role of minorities. Among these themes are the role of the immigrant (U.S. immigration policies and the problens of adjustment); minorities in America (the experiences of the Italians, the Irish, and the Puerto Ricans as an index to understanding their problems and opportunities in American society); and the black experience in America. This last will be an "attempt to 'think black' historically by discovering the roots of the black people of America

and their participation in the growth and development of the United States... (including) a study of the present racial divisions in the country, with a concern for the future of black people."

LINCOLN - BOSTON
Ms. Carol Kellogg
(617) 259-0457

Joseph Brooks School
Ballfeeld Road, Lincoln
(617) 259-9390

Lewis Middle School
131 Walnut Avenue, Roxbury
(617) 440-9243

SIDETRACK is an urban-suburban, racially integrated program for junior high school students in the Lewis Middle School, Roxbiry, and the Brooks School, Lincoln. The project is funded for cost over and above the normal per-pupil expenditure in those schools by Title III, ESEA, with the two schools donating inkind services.

SIDETRACK has one classroom in the Lewis and one in the Brooks, where students spend half their time concentrating on basic skills, such as language arts and math. The other half of their time is spent in community electives. These electives are given by members of the two communities and held in various community places. Some of the electives are: stained glass sculpture, open city, early childhood, law and the courts, philosophy, drug education, elementary plumbing, computers, poetry workshop, guitar, natural history, sewing, and modern dance.

In the academic year 1971-1972, fifty-five students took part in this two-community program. Each of their elective schedules lasted nine weeks; and at mid-year the two halves of SIDETRACK switched places, the Lewis teachers and students going to the Brooks, and vice versa. Under the Career Exploration Program at the Lincoln-Sudbury High School, high school students have volunteered as teaching assistants in the program; four of these students were Bsston residents in METCO.

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL
Mr. Willard Ruliffson, Principal
390 Lincoln Road, Sudbury (617) 443-2859

English at Lincoln-Sudbury is a melange of required and elective courses from which the students work out their own curriculum. Among these is a half-year course, Black Literature, which looks at black power historically and through literature and expository prose. Another half-year course is called Indians and Other Americans, which looks at their lives, their literature, and literature about them--including today's newspapers. These courses complement a half year course in black studies, which examines the history of the black people, begnnning in Africa with African culture and slavery, then progresses to the present racial unrest considered in the light of the black experience in America.

LONGMEADOW HIGH SCHOOL
Mr. Edgar Craver, Principal
75 Grassy Cutter Road, Longmeadow
(413) 567-3331

In an exchange program set up by the Bureau of Indian Affairs and the National Association of Secondary School Principals, Longmeadow High School and the Turtle Mountain Indian School in Belcourt, North Dakota swapped several administrators and students, In March, 1970 the Turtle Mountain Principal, Dan Jerome, came to Longmeadow for a week; and later Edgar Craver, Longmeadow High School Principal made two trips to Turtle Mountain.

Although the original exchange program didn't include student exchange, student enthusiasm brought this to pass as well: nine Massachusetts students went to Belcourt for a week, and five Turtle Mountain students came to Longmeadow for a different week. Some of the results of this cross-fertilization were student government being initiated in Turtle Mountain, and the Longmeadow curriculum adopting an Indian Literature unit. An exciting outgrowth of this BIA-NASSP cooperation effort for Longmeadow was an exchange arrangement made with the Phoenix Indian School in Arizona. A Longmeadow and a Phoenix student swapped places for the spring term in 1971; and for part of this past school year, six students from each school changed places. The BIA pays the Indian students' transportation and they live with Longmeadow families when they get here; the Longmeadow students' trips are paid by their families, and they stay in dorms at the Phoenix school.

The BIA contact for those interested in investigating the possibilities of such a program is: Henry H. Rosenbluth, Director of Instructional Service, Bureau of Indian Affairs, Washington, D.C. 20000.

LOWELL: THE HELLENIC AMERICAN SCHOOL
41 Broadway Street, Lowell
Liss Aretta Vomvoris
(617) 453-5422

The Hellenic American School is an independent school, founded in 1904 as a bilingual parochial school under the aegis of the Holy Trinity Greek Orthodox Church. To perpetuate the Greek language and culture was the raison d'etre for the school. The curriculum has changed over the years, and now more subjects are taught in English than previously -- math, science, English, gym, music -- while the in-Greek curriculum concentrates on social studies and the language. A child spends about 60% of his day in English and 40% in Greek.

All the 198 children in K-6 are of Greek extraction and many speak Greek at home; but only one or two a year arrive in the early grades not speaking English. The school celebrates and recognizes both religious and nationalist Greek holidays. On March 25th, the day Greece won its independence fron the Ottomans, the school provides a gathering place for the friends and relations of hhe students who recite Greek poetry and dress in the traditional costume for the occasion.

The school gets some materials from the Lowell Curriculum Materials Center. One film available there which gives a particularly vivid and true vignette of daily life in a Greek fishing village is "Greek Children," 17 min. black and white, for intermediate level, Lesten Stavraanos, collaborator.

LYNN: CLASSICAL HIGH SCHOOL
Mr. William McGuinness, Guidance Counselor
33 North Common Street, Lynn
(617) 593-3617

Mr. McGuinness has conducted a bi-weekly extra-curricular black studies class for interested 10th, 11th, and 12th graders. 25 students participated in the 71-72 school year, 17 of whom were black. The first order of business in the fall was group decision as to possible areas of focus. They decided that their order of preference was : current sociological issues, U.S. black history, black literature, and African history last.

Role-playing elicited insights into political structure and psychology. One mock situation set up was acted out by 3 of the black students: one was the vice-principal, one a white teacher, and one a black student in disciplinary trouble. One result of this was a general (and surprised) sympathy for the vice-principal. School faculty and speakers from local colleges, both faculty and students, were invited to various sessions. One film strip the students appreciated was "Growing Up Black," put out by Warren Schloat Productions.

At the end of the year Mr. McGuinness asked the students to evaluate the class. By and large, they felt that the opportunity to discuss the issues raised with faculty was of paramount importance. They urged that the class be given credit status.

MAYNARD HIGH SCHOOL
Mr. Kenneth Abbott, Principal
Mr. John Golec, Teacher
(617) 897-8891

Mr. Golec has taught a class to terminal seniors which he split between Community Affairs and Minority Studies. In the first term students went out into the Community (to the Fire Department, the Police Department, town meetings, etc.) for four hours a week, and back into class for one period to discuss their findings. In the second term the class culled material about minority groups from various sources: Negroes in American Life, by Richard Wade, the work of Dick Gregory, governeent statistics on income distribution by color group, Time magazine, and slides of inner city areas. Discussion though, rather that lecture, was the modus operandi of this class. One of the topics was ways in which blacks have been working to better their lot through organizations, from right to left: NAACP, the Urban League, the Black Muslims, the Black Panthers.

MINNECHAUG REGIONAL HIGH SCHOOL (Hampton, Wilbraham)
Mr. Stephen Castonguay, History Teacher
621 Main Street, Wilbraham
(413) 596-6161

Minnechaug Regional offers the history of the American Negro as an elective to the 12th Grade, on an optional pass-fail basis. Student evaluations of the course have helped in its organization. It is a survey course to introduce

the students to the heritage of the American Negro from his African background to his present struggle for equality. Special emphasis is given to the nature of prejudice, a sampling of black literary contributions in the 20th century, and the black man's contribution to the democratic way of life.

MOUNT GREYLOCK REGIONAL SCHOOL (Lanesborough, Williamstown)
Mr. Robert Osterman, Superintendent
Cold Springs Road, Williamstown
(413) 458-8164

"Who Am I?" is the theme of the American Civ. course; although the student body is predominantly white, there is a two month Unit on black identity. The students' understanding of the black experience is stimulated by multi-media approach: slides of black art, records of poetry reading, jazz and spirituals, such films as "Nothing But a Man," and "Still a Brother" and a bibliography including Black Voices, Black Like Me, Nigger, The Way It Spozed To Be, Why We Can't Wait, Autobiography of Malcolm X, Native Son, and Hey, White Girl.

NASHOBA REGIONAL HIGH SCHOOL (Bolton, Lancaster, Stow)
Mr. George Sousa, Social Studies Department Chairman and Teacher (of "Race and Ethnic Relations")
Bolton, Massachusetts
(617) 779-2257

Black history is part of the 11th grade U.S. history course; and the 12th grade considers racial and cultural minorities for about three weeks in a behavioral science course. Starting in the fall of '71, "Race and Ethnic Relations" will be offered as a senior elective. It will analyze the pluralistic nature of American society, stressing the cultural differences of and the process of assimilition undergone by the early immigrant groups (such as the Jews and Southern Europeans), and it will consider the recent activism of black, Indian and Mexican-American groups. Custer Died for Your Sins, by Deloria will be one of the texts. Other books that have been used in U.S. History and the Behavioral Science course may feature in the bibliography of this course as well: Race and Nationality in American Life, by Oscar Handlin; Why We Can't Wait, by Martin Luther King; Black Protest: History, Documents and Analyses, 1619 to the Present, edited by Joanne Grant. Mr. Sousa recommends the Schloat filmstrip package, "Immigration and American Life."

NEEDHAM PUBLIC SCHOOLS
Mr. Hener Hicks, Director of Social Studies
(617) 444-4100, ext. 258

Education must equip suburban students to cope with society's attitudes. With this in mind, Needham's social studies teachers have developed a curriculum including units pertinent to the study of minorities. Some of these are:

Grade 3: Urban Studies.

Grade 6: Your Rights and Responsibilities as an American Citizen: A Civics Casebook, by Quigley, which treats case studies of minoriyy and majority rights and responsibilities with respect to each other.

Grade 7: Cross-cultural study of similarities among peoples; they use the 7th grade section of the Minnesota Project on Socialization. This is individualized process instruction on enculturization, to wit, each student works on one culture and finds out how a child grows up to be, for instance, an Eskimo.

Grade 11: Units on Reconstruction, Jim Crow, etc. in U.S. History since the late 1800's. Two strong texts are: From Plantation to Ghetto, by Meier and Rudwick; and the AEP series pamphlet, "The Negro in America." (For different reading levels)

Grade 12: Choice between an economics-sociology course or a psychology-sociology course which includes a unit on prejudice. This course has an enrollment of 350 (in 14 divisions).

Needham also offered two in-service programs. One was a ten-week workshop for elementary teachers on human relations, produced by the Lincoln-Filene Cnnter at Tufts. Needham provided the "group leader," one of its experienced elementary teachers; but the seminar material was provided by the Center. Each day the group watched at least one film, e.g., "Black History: Lost, Stolen, or Strayed," narrated by Bill Cosby, and a New England Telephone Company film about three blacks on their staff, a film they made to improve race relations in their company. There were also teacher training films produced at Lincoln-Filene. These sessions were so successful that the program will be held again next year (autumn '71" at Needham. The other in-service program was a ten-week course on the history of the black man, open to any teacher or high school student. This course was (spring '71) a one-shot deal, conducted by a Boston College senior and bank-rolled by the college. Meeting Mondays, Wednesdays and Fridays, the students looked at the history of African nations, slave passage, the Civil War, and chose what current issues they wanted to discuss in the last four weeks.

NEW BEDFORD, SARGENT WILLIAM H. CARNEY MEMORIAL ACADEMY
Mr. Herbert Waters, Assistant Principal
91 Summer Street
(617) 997-4511

Sargent Carney Academy integrates all disciplines. Music in grades 1, 2, and 3 introduces black songs; in social studies every month a teacher takes two historical figures, one black and one white (cf. Douglass and Lincoln) and makes a unit of study out of them; social studies in the 5th grade includes a booklet written by Jane C. Waters, mother of the Assistant Principal, on black American history; English in 4, 5, and 6 introduces black literature into the syllabus.

NEW BEDFORD HIGH SCHOOL
Mr. Lawrence McDivitt, Social Studies Curriculum Coordinator
(617) 997-4511

The High School offers electives in Afro-American history, the History of the Black Americans, and Minorities in American History in the social studies curriculum. The English Department offers two semester courses, one in black literature and one in Black culture, which, taken together, add up to one year credit in English.

NEWTON ELEMENTARY SCHOOLS
Mr. David Whiting, Acting Social Studies Coordinator
88 Chestnut Street, West Newton
(617) 969-9810

Vivian Johnson, Ruth MacDonald, Beverly Stone, Ava Bond and Eleanor Spilakos have developed a social studies curriculum for K-6 called "Promoting Positive Race Awareness in our Curriculum." It is an excellent guide for teachers, combining both general information and specific "how to do it" techniques and ideas, such as dolls and puzzles. Each grade level has its own approach: exposure to the multi-ethnic nature of our society and the world in K; values in 2; and the non-white people of the so-called developing nations in 5. The attendant reading lists, specifically related to each grade's topic, are very solid and highly recommended.

NORTHAMPTON HIGH SCHOOL
Mrs. Rosanne Soffer, English Department Head
(413) 584-9090

The English Department offers a selection of semester courses from which the student chooses. Among them are Asian Literature in translation, Irish Literature (which includes Irish-Americans, e.g. The Last Hurrah) and Black Literature for juniors and seniors. The syllabus for this course lists Douglass, Up From Slavery, Jubilee, Wright, Baldwin and Ellison. Besides books, they use records, films, and casetees, and invite outside speakers, often black, whenever possible.

SILVER LAKE REGIONAL HIGH SCHOOL (Oakham, Halifax, Kingston, Pembroke, Plympton)
Mr. John Cucinatto, Teacher
48 Bedford Street, Bridgewater
(617) 585-3844

Mr. Cucinatto gives a semester course in Afro-American History twice a year which any student who has taken U.S. History can opt for. The frame of the coure is U.S. history from a black point of view, tracing the development of slavery from the beginning, and African contributions brought to America by the Negro. The course is primarily conducted on a lecture basis, but on current issues there is discussion. From Plantation to Ghetto is the main text; other books read are Up From Slavery, Black Boy, The Journal of Negro History, and The Negro inAmerica.

SOUTH HADLEY INTERMEDIATE SCHOOL
Mrs. Peg Vartanian
(413) 536-0718

Current events is a year-long course required of all the 8th grade; black history is one of the units. The bibliography affords considerable choice and encourages independent study. Worksheets peppered with salient study questions are available for all the material, diverse to satisfy different scholastic levels. The bibliography includes: The Unfinished March, Drisko and Toppin; Black Like Me, John Griffin; Nigger, Dick Gregory; The Negro in Revolt, Louis Lomax; The Other America, Michael Harrington; The Negro in the City, ed. Leinwand (which features essays by Carmichael, Roy Wilkins, Adam Clayton Powell); The Fire Next Time, James Baldwin; and A Guide to African History, Basil Davidson. They can watch the filmstrip series, "Liberty Street--One Way?"

As well as for books, there are study sheets for sundry topics: the southern viewpoint on slavery; immigration and migration (which shows the student the connection and similarities between the first settler pioneers, later immigrant groups, and migrant workers); Why Riot? (it is suggested to students that there may be reasons for rioting, and tips them off as to where to find the reasons -- Black Rage, by Grier and Cobbs, "Civil Disobedience" filmstrips, etc.); and theories of racial discrimination (to wit, the genetic theory, the discrimination theory, the cultural despair theory).

SPRINGFIELD PUBLIC SCHOOLS
Mr. Henry Black, English Supervisor
195 State Street
(413) 733-2132

Springfield has developed an elementary language arts curriculum which pivots on several concepts. Concept 2 for "Oral Language K-2"is "Language variations resulting from sex, education, home and social environment, occupation, social and economic status should be appreciated, understood and accepted." One of the 'skills and understandings" striven for is the ability to accept the speech of people who speak differently. Activities recommended to teachers in the section are: using records and music books with other languages; learning to count in French or Spanish; selecting Spanish or Portuguese speaking children as resource people to teach national songs and poems to the other students.

For grades 3 and 4, teachers are encouraged to invite community people with different dialects into the classroom. Children can tape and listen to themselves. They can listen to poetry readings of Langston Hughes, Robert Burns, and Robert Frost to discover the diversity of English.

SUDBURY, CURTIS JUNIOR HIGH SCHOOL
Mr. Clifford Card, Principal
Mrs. Marcianne Frey, Chairman, Social Studies Department, and Teacher
(617) 443-9971

Each course offered in social studies treats the role and rights of minority groups in present day society as well as throughout history in our own and other cultures. For example, in An Introduction to the Behavioral Sciences, one chapter is entitled "Race and Prejudice." The eleven source readings present sociological, psychological and anthropological material that enables students to clarify attitudes and facts about minorities, such as America's blacks and other ethnic groups. This and other material, the Fenton course and the Sunshine unit provide the frame for this 10 week unit on race and prejudice in Behavioral Science. "Sunshine" is an educational simulation game which allows students to assume imaginary identities as residents of a town called Sunshine. The climax of the unit brings to a head the decision to desegregate the Sunshine High School. (This curriculum package is available frim Interact, Box 262, Lakeside, California.) There are 9 or 10 classes, taught by three teachers, subscribed to by ca. 250 students come September '71. The three other units which complete this 8th grade course are: History of Western Man, History of American Thought, and the EDC program "From Subject to Citizen." Inservice work to prepare the teachers was effected through those films attached to the material, made available by the Lowell State Hist. Ed. Department. Next year the teachers may try some formal evaluation of the course.

TANTASQUA REGIONAL HIGH SCHOOL (Brimfield, Brookfield, Holland, Sturbridge, Wales)
Mr. Roger Charette, Department Chairman, English and Foreign Languages
Sturbridge
(617) 347-9301

Tantasqua offers a one semester course on the black man in America, starting with the arrival of the first Africans as indentured servants, and progressing to slavery, emancipation and subsequent second class citizenship, and the civil rights movement and contemporary problems. The bibliography includes Malcolm X, Black Like Me, and Cry, the Beloved Country; films include "Nothing But a Man," Martin Luther King," and "Bill Cosby Narrates;" filmstrips include "Black Spectrum," and "Minorities Have Made America Great."

In the 8th grade there is a unit on minorities: the American Hero, the Tragedy of Prejudice, and ethnic variety and contributions. They study minorities historically and consider what's to be done about race and cultural conflicts. Their bibliography includes: We, Too Belong; First Americans; A Nation of Newcomers; Ethnic Minority Groups in America. They also see films and filmstrips-plus-records, including "Exploding Myths of Prejudice" (BU), "Ghettos of America," "Indian Culture of the Americas," and "Negro History Sound Filmstrip."

WARE, CHURCH STREET MIDDLE SCHOOL
Miss Barbara Jacesyn
(413) 967-6903

"People Problems" is an elective offered to the 7th and 8th graders January-June 1971 treating prejudice and discrimination as manifested against various minority groups now and in history, here and abroad. Groups under discussion comprise blacks, immigrants, Indians, uneducated whites, the poor, religious minorities in colonial days, Jews in the 19th and 20th century Europe, serfs in feudalism, Untouchables in India. The class is provided with books, pamphlets, filmstrips, and outside speakers; group discussions, reports, role-playing, writing plays and stories, making collages, cartoons and painting all give life to the class.

WINCHENDON, MURDOCK JUNIOR-SENIOR HIGH SCHOOL
Mr. John Rice, Social Studies Chairman
(617) 297-1256

Winchendon is a small town with negligible minority representation, but the school presents minority studies from different angles throughout the curriculum. Using Igate films and Fenton material, the 8th grade studies non-Western cultures in comparison with the United States. "Relevant Studies" is a 12th grade course concentrating on the AEP "Issues Today" and Fenton: "Humanities," "Behavior Sciences," and "Three Cities." This class takes a trip to New York to see, among other things, minorities in an urban situation.

WORCESTER, DOHERTY MEMORIAL HIGH SCHOOL
Mr. Samuel Sleeper, Social Studies Coordinator
(617) 791-2373

In September of 1969 Worcester joined the U. Mass. Teacher Corps Program, a federally funded, Peace Corps follow-up project of half white, half black Peace Corps veterans from Africa. These 30 M.A. candidates moved into Worcester target areas in January '70 for one year; each of them spent one period a day in the schools developing an integrated African studies program K-12 in history, English, music, art, cooking, etc. They leaned heavily on affective devices like artifacts, records, slides, and paintings. This program reached about 800 students. When not in school, the Teacher Corps workers helped in the neighborhoods with Model Cities, drop-out centers, storefront centers and so on. Besides what the Teacher Corps provided, the High School offers a one year course in black history, half a year on Africa, half a year on America.

INDEX

African History
Boston, Chicopee, Gardner, Lincoln-Sudbury, Worcester

Afro-American History
Boston, Framingham, Silver Lake Regional, Worcester

American Indian Culture
Bourne, Chelmsford, Framingham, Ipswich, Lexington, Lincoln-Sudbury, Longmeadow

Asian History
Duxbury, Gardner

Asian Literature
Northampton

Bilingual Education
Framingham, Fall River, Lowell

Black History
Amherst-Pelham, Boston, Nashoba, Needham, New Bedford, South Hadley, Tantasqua, Worcester

Black Literature
Boston, Fairhaven, Lexington, Lincoln-Sudbury, New Bedford, Northampton

Black Studies
Boston, Lexington, Lynn, Maynard, New Bedford, South Hadley, Tantasqua Regional

Community Involvement
Boston, Framingham, Maynard, Springfield, Lincoln-Boston

Human Relations (see Prejudice)

Identity
Amherst-Pelham, Holbrook, Mount Greylock Regional

International Focus
Chelmsford, Chicopee, Worcester

Language Arts
Holbrook, Springfield

Mini-Course Options
Falmouth, Gardner, Lexington, Lincoln

Minority Group History
Auburn, Holyoke, Lexington, Tantasqua Regional, Winchendon

Prejudice/Human Relations
Apponequet Regional, Haverhill, Ipswich, Lexington, Nashoba Regional, Needham, Springfiled, Sudbury, Tantasqua Regional, Ware

Puerto Rican Culture
Framingham

Sensitivity Training
Boston, Cambridge, Newton

Teacher Training
Cambridge, Fall River, Needham, Sudbury, Worcester

Urban Studies
Cambridge, Framingham, Needham, Winchendon

MASS
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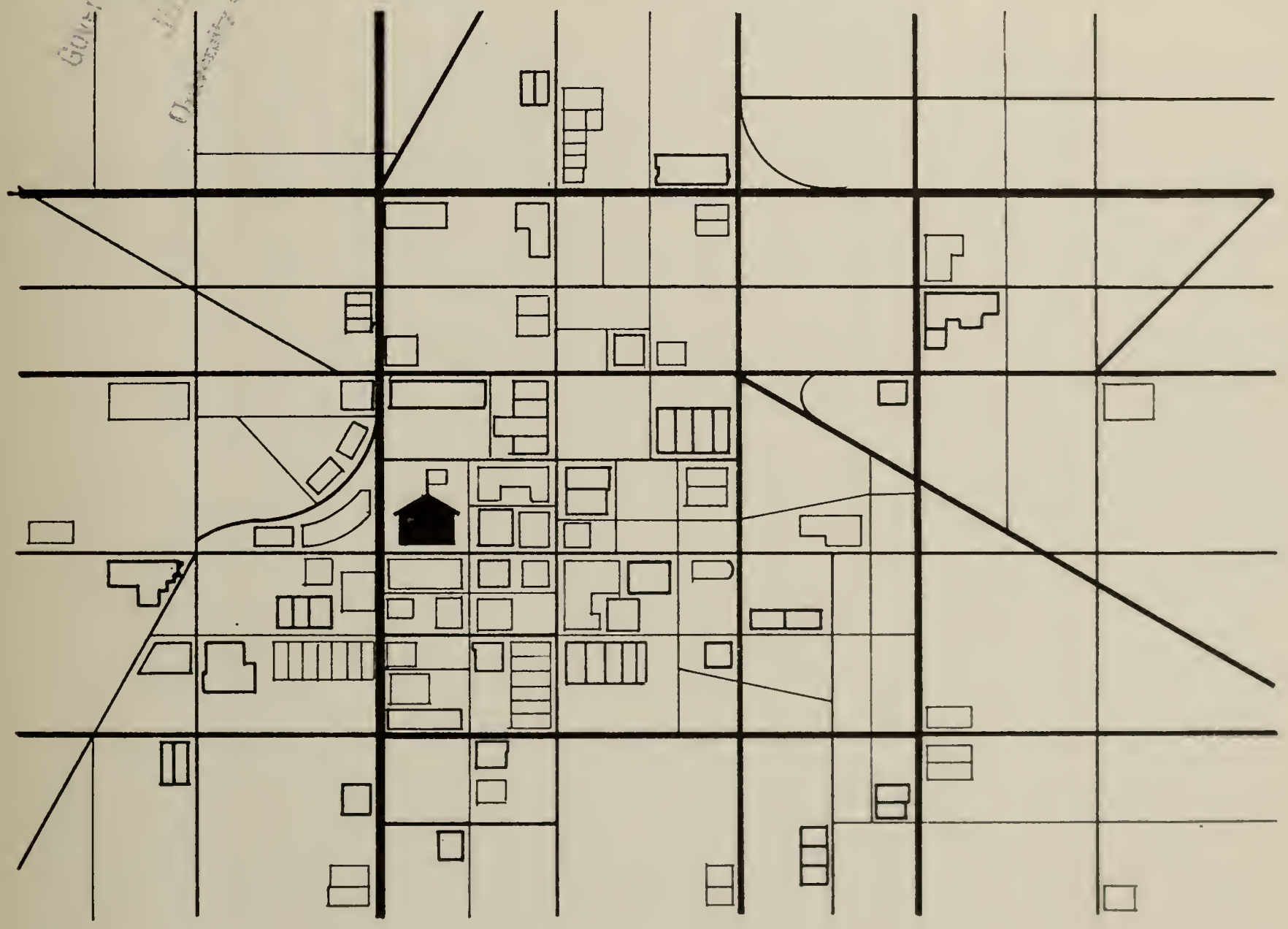
Schools for the City



Ten Months After Serrano: The School Finance Dilemma

by

Catherine Minicucci

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June, 1972

Model Cities Bulletin Number 5, "Ten Months After Serrano: The School Finance Dilemma," is a progress bulletin on the school finance question. The first Model Cities bulletin, issued in October, 1971, dealt with the Serrano case and its impact on educational finance in Massachusetts. In the months following the pioneer California Supreme Court decision several additional decisions were handed down in different states. Recently the Supreme Court agreed to hear the Rodriguez case. When the Supreme Court rules on Rodriguez, many issues raised in this paper will be clarified.

Massachusetts faces a referendum on the graduated income tax in November followed by a series of reform proposals aimed at bringing the Commonwealth's tax structure closer to the model proposed in the Master Tax Plan. Reform of the property tax for local schools will be a key component in any tax reform measure.

This bulletin is offered to Model Cities agencies and others concerned with urban education so that they may be up to date in this rapidly developing area.

The research and writing of Schools for the City is one of the functions of the Bureau of Equal Educational Opportunity. The Bureau has five general objectives:

1. To eliminate the segregation and isolation of minority group students;
2. To increase the funding available to meet the educational needs of children of low-income families;
3. To increase state-wide awareness of and responsiveness to these special needs among educators and the public;
4. To encourage respect for ethnic and linguistic diversity; and
5. To open the decision-making process at all levels in education to the recipients of educational services and their families.

In seeking to meet these objectives, the Bureau engages in analysis and efforts to change the operating priorities of the educational system in the interests of its target groups. The Bureau also provides direct technical assistance to organizations seeking to increase educational opportunity, and particularly to Model Cities agencies and school departments, upon request.

Catherine Minicucci
Editor, Schools for the City

June, 1972

INTRODUCTION

> "We have determined that this funding scheme (based on local property taxes with resultant wide disparities in school revenue) invidiously discriminates against the poor because it makes the quality of a child's education a function of the wealth of his parents and neighbors. ... Education in our public schools is a fundamental interest which cannot be conditioned on wealth. ... We can discern no compelling state purpose necessitating the present method of financing. We have concluded, therefore, that such a system cannot withstand constitutional challenge and must fall before the equal protection clause."
>
> Serrano V. Priest, L.A. No. 29020
> (Cal. Sup. Ct. Aug. 30, 1971)

The landmark Serrano case in California has focused national attention on state public school financing schemes as they discriminate against poor children due to differences in local tax bases. Serrano's revolutionary import lies in the representativeness of the California school financing system. As in 48 other states, California public schools rely on a mixture of local property tax, state and federal support, with local property taxes providing the largest input by far. In each school district, the amount of funds raised by the property tax depends upon the property tax base -- the total assessed value of taxable property in the district -- and the tax rate. The Serrano court emphasized extreme disparity among the tax bases of different school districts and the fact that poorer communities make a greater tax effort through a higher tax rate.

As in California, children in Massachusetts receive vastly different educations depending on where they live. For example, Malden spends $637.00 per child for education while Brookline spends $1,323.00. The inequity which this difference illustrates arises from the present system of school finance in Massachusetts. Local school expenditures come from property taxes, so the quality of training a child receives is directly linked to the wealth of the community in which he resides.

On the local level, a measure of ability to pay property taxes is equalized valuation per school-attending child. Roughly it represents the amount of wealth backing up each school age child whether in public or private school. Equalized valuation is set by the local community and adjusted to 100% valuation by the State Department of Corporations and Taxations. Equalized tax rate is the amount of tax paid on $1,000 of equalized assessed valuation. Per pupil expenditures in the public schools are closely related to equalized valuations, while equalized tax rates show a strong inverse relationship to

equalized valuation per school attending child. For illustration, compare these three Boston area communities:

Community	Equalized Valuation Per SAC	Equalized Tax Rate	Per Pupil Expenditure
Somerville	$15,879	$88.04	$659
Quincy	$21,284	$64.78	$814
Needham	$32,384	$39.00	$921

Source: Massachusetts Teachers Association, Research Bulletin No. 701-9, 1970 Background Data and Profile Sheets for Comparing School Districts in Respect to Payment of Adequate Salaries to Teachers.

Thus, people living in poorer cities and towns pay higher taxes and receive fewer educational services than people living in richer towns and suburbs.

This finding is the core of the Serrano principle. Several Serrano-type decisions have been handed down by federal courts - Texas and Minnesota in particular. Courts have left the re-design of education financial systems to state legislatures. In the months following Serrano, politicians and educators in several states have been working to find a palatable solution. This paper is a brief description of the emerging solutions and their implications for cities.

> "For while Serrano may hold out the promise of the resurrection of American education, it also holds out the possibility of equity without fairness. Because of erroneous ideas about the nature of the urban crisis, it is even conceivable that Serrano could lead backwards for city schools, whose desperate plight spurred all the activity to begin with."
>
> Phyllis Myers, "Second Thoughts on Serrano," City: Winter, 1971.

From the perspective of nine months of legal rulings and public discussion, what can anyone say that the Serrano case has meant for equal educational opportunity? First, the Serrano court demanded fiscal equity in financing of education. Second, it determined that education is a fundamental interest, akin to voting or legal representation in a criminal case. This is a legal landmark -- until Serrano, education had not been regarded by the Supreme Court as a "fundamental interest." This places access to education under the equal protection clause of the Fourteenth Amendment, placing the burden on the state to show a compelling state interest to limit availability of educational resources to certain children. Serrano did not solve the financial dilemma of poor school districts, however. It did not declare the property tax per se unconstitutional. Rather, the court ruled out local property taxes as the primary means of support of schools. It did not address the question of how to measure wealth. It did not mandate equal per pupil expenditure statewide. The court demanded that education of children only depend on the wealth of the state as a whole and not on an individual school district's wealth. It did not address the issue of spending according to educational need. It did not instruct the legislature of California in the type of finance system needed to remedy fiscal inequity.[1]

The court left the remedy up to the state legislature. In March of 1972, the state Board of Education in California proposed a new system of state finance of education based on a statewide property tax. As yet, no remedy has been adopted by the legislature and the chances of sweeping tax reform in California seem rather dim to most observers.

The Texas court went several steps further in the Rodriguez case than the California case had done six months previously. Plaintiffs in Rodriguez asserted the denial of equal protection under the Fourteenth Amendment by the state system of school finance. Showing disparities similar to the facts in Serrano, plaintiffs were able to prove that poor districts taxed themselves at a higher rate and received less educational services. In a departure from Serrano, the Texas court noted that poor districts tended to have greater concentrations of low income and minority children, which adds to their educational burden. This aspect of Rodriguez gives encouragement to groups who wish to see allocation of resources for education to be based on educational need.

Rodriguez asserts the Serrano principle of fiscal neutrality, so that education is only a function of the wealth of the state as a whole. The court instructed the Texas Education Agency and state legislature to design a system to provide quality education. Unlike the California court, the federal judges in Texas set a two-year deadline for the design and implementation of this plan.

Other states, notably New Jersey, are under a court-imposed time limit to restructure their finance systems. The New Jersey legislature has until January 1, 1973 to design a new system.

Although Serrano and Rodriguez open the way to substantial educational reform, the battle is by no means won. Indeed, as legislators, educators, and economists seek to solve the fiscal inequities -- the remedy seems more elusive.

Emerging Solutions

With pressure mounting from court decisions, many states are attempting to restructure their fiscal support of education through the political process. Most reform packages include a statewide uniform property tax for education (some allow a local add-on) and some type of allocation scheme based on need to supplement the basic level of support.

Analysts of statewide property taxes, notably Betsy Levin of the Urban Institute, foresee some pitfalls in across-the-board property tax rates for school costs. City dwellers are paying a high total tax rate, but when school tax rates are considered, they are paying less than or equal to their more affluent fellow citizens in the suburbs. As Figure 1 indicates, school tax rates make up a smaller proportion of a city's total tax rate than a suburb's total tax rate. Lowell's tax rate includes 37% for school taxes, Lexington's tax rate includes 59% for school tax rates. If a uniform school tax rate were levied, many cities would end up with a higher school tax rate than before! Consider the following examples:

	Present school tax	Uniform statewide tax	Net increase or decrease in rate/$1000
Newton	$28.78	$25/$1000 assessed valuation	- 3.28
Wellesley	$24.50		+ .50
Boston	$22.63		+ 2.37
New Bedford	$21.96		+ 3.04

Source: MTA Research Bulletin No. 701-9.

This unhappy result of a statewide property tax for education is due in part to municipal overburden. Cities must spend more for basic municipal services than residential suburbs. More services compete for the shrinking tax dollars in cities than in suburbs. Therefore, consideration of only school tax rates obscures the real fiscal squeeze of urban school districts.

Statewide property taxes, with local options to tax at a higher rate, fail to take into consideration property owners' relative ability to pay property taxes. If communities have a choice as to level of effort (and subsequant per pupil expenditures), per capita income will affect a community's choice of tax effort.

The concept of power equalizing as developed by Coons, Clune and Sugarman, assures that for certain levels of tax effort a community is guaranteed from the state a certain per pupil expenditure. This concept has the same flaw as statewide property taxes: failure to take into account a community's income wealth determining its "choice" of tax effort. Surely Dover at a per capita income of $5200 will be more willing to choose a higher tax rate for education (and receive higher per pupil expenditure) than Hudson at $2010 income per capita. Many observers fear that under a power-equalizing scheme as has been proposed in California, the old inequity will re-emerge.

One method of overcoming the "equality without fairness" of a statewide property tax is to add an allocation based on educational need. Most communities with low tax bases also have a high concentration of low income, minority and non-English speaking children. A distribution formula that would compensate for educational overburden in cities has more potential for delivering on the promise of Serrano.

In the fall of 1971, the National Educational Finance Project suggested a weighting system which was derived by first, locating effective educational programs aimed at the disadvantaged and second, determining the relative cost of such programs based on the local school district's per pupil expenditure. Thus, they found that disadvantaged pupils cost a school district roughly twice as much to educate as a typical school population. Handicapped cost 2.55 as much, etc. The NEFP estimates of relative cost for various needs are:[2]

Basic Education (1-6)	1.00
Nursery school (ages 3-4)	1.40
Kindergarten	1.30
Severely handicapped	2.55
Detention schools	2.95
Compensatory programs	1.68
Secondary level:	
Basic education	1.28
Severely handicapped	2.03
Detention schools	2.66
Compensatory programs	1.83
Vocational education	1.52

This weighting is based on several levels of subjective guesswork. It is a useful beginning and served to introduce the concept of needs to the financial discussions early in the months after the Serrano decision.

The so-called Fleischmann Commission[3] asked Joel Burke of the Syracuse Research Corporation to experiment with models of allocation based on need. Berke first used numbers of children on AFDC. He found this formula (which is similar to that used by Title I of ESEA) distributed money to cities but failed to impact aid on poor rural areas.

Berke then turned to a strictly educational measure: number of children in the district scoring below the 25th percentile on a reading achievement test. By using this educational index, money flowed to the cities, poorer suburbs, and rural areas. Rich suburbs received some aid, though not much. Berke feels this is a sound educational allocation scheme.

> "When differential levels of educational needs are considered, substantial redistribution occurs. A need measure reflecting poverty (the number of children from homes receiving AFDC benefits) brings about large gains to city school districts. New York City gains $50 to $80 per pupil, Buffalo approximately $80 and Syracuse approximately $100. If differentials in need are measured by the proportion of students below minimum competence on achievement scores, more extensive redistribution occurs, both in terms of the number of districts and the amounts involved. New York City gains $15 to $20 more per pupil than on a poverty measure. More suburban and rural districts benefit from the achievement measure to the extent that the number of gainers closely approximates the number of losers. A formula combining enrollment with the achievement need measure is the most redistributive in dollars."[4]

The Fleischmann Commission recommended that pupils with "demonstrable learning difficulties" be weighted at 1.5 as compared to typical students weighted at 1.0.

The California plan submitted by the Board of Education includes a formula to distribute $250 million over 3 years on the basis of a need formula. The formula relates three factors: poverty, transiency and bilingualism, to the statewide average. As its index of need increases, a district receives more aid per pupil. The formula includes numbers on AFDC so it resembles Berke's first model. The two additional factors of pupil transiency and bilingualism/biculturalism should serve to distribute aid to rural areas with high numbers of migrant farm workers whose children are of limited English speaking ability.

The state of Michigan has adopted a program of school aid based on educational need. The legislature has set aside $23,000,000 to be distributed to school districts at the rate of $200 per child in need of extra educational services: "Pupils in grades K-6 who have extraordinary need for special assistance to improve their competencies in ... basic skills."

School districts must establish that at least 15% of their pupils fall into this category to receive this special aid. Establishment of need will be based on the results of a statewide acheivement test administered in the 4th and 7th grades. Pupils scoring below the 15th percentile shall be considered to have extraordinary need. To determine each district's aid under this act, the number of pupils scoring below the 15th percentile will be multiplied by $200.

Certain educational requirements are mandated by the law: comparability of schools within districts, use of performance objectives, and other regulationa to be set by the State Department of Education. The money may be used for a variety of educational purposes.

This type of educational allocation scheme fits into Berke's preferred mode of distribution of money.

It is useful to examine two of the comprehensive reform packages that have been introduces: the so-called California plan and the Fleischmann Commission report for New York.

New York: the Fleischmann Commission

The Fleischmann Commission recommended a sweeping reform package to the people of New York. First, it proposes that all districts be ranked by per pupil expenditure. All those below the 65th percentile would be brought up to that level in three years. All districts above the 65th percentile are to be frozen at their present level. No local add-on to per pupil expenditure is allowed.

A basic statewide per pupil expenditure is thus assured. No community may receive more than the mandated level unless there is a "valid educational reason" to do so. The Commission recommended statewide collective bargaining for teacher salaries to produce regional salary scales which would be recognized in the state distribution formula.

The distribution formula includes allocation by educational need: a weighting factor is introduced for pupils with demonstrable learning difficulties. Pupils with learning needs would be counted as 1.5. The statewide property tax of $2.04/$100 valuation would increase school taxes in cities and rural areas and decrease school taxes in suburbs. Smaller cities tend to break even.

	Present school tax	New rate	Net increase or decrease
Buffalo	$1.44	$2.04/	+ $.60
New York City	1.89	$100	+ .15
Syracuse	1.66	assessed valuation	+ .38
Poughkeepsie	2.04		0
Scarsdale	2.61		- .57

To partially remedy this situation, the Commission recommended a tax credit for low income homeowners and renters to be applied against the state income tax.

Total cost of Fleischmann's proposals for levelling up the cost of education in New York is estimated at $715 million. $125 million to raise all districts to the 65th percentile, $465 million to aid educational disadvantaged, and $125 million in tax credits.

California: The State Board of Education

The State Board of Education in California is asking for $740 million in new state revenue to implement its plan for equitable finance of education costs.

Unlike New York, the California plan allows difference levels of tax effort with different per pupil expenditures. It is a power equalizing plan. The chart below summarizes its levels:

	Tax effort	Guaranteed Support (per pupil expenditure)	
Basic level	$2.50/$100	$650	K-6
		$747	7-8
		$812	9-12
Incentive level	$3.00/$100	$725	K-6
		$834	7-8
		$912	9-12
Top level of adequacy	Local financing to be approved by voters	$900	K-6
		$1,035	7-8
		$1,127	9-12
Beyond adequacy range	By vote only	No limit	

This plan is far different from the frozen per pupil expenditure or uniform per pupil expenditure concept. It allows four types of school districts from "basic" to "the sky's the limit." If a community chose the basic level, its tax rate will be $2.50 per $1,000 assessed valuation. The state then guarantees the community $650 per K-6 child, $747 per 7-8 child, etc. The state assures this per pupil expenditure regardless of the amount of revenue the $2.50/$1,000 tax rate generates in that particular community. If a community chose the incentive level, its tax rate would be $3.00 per $1,000 assessed valuation. The state assures the community $725 per K-6 child, etc. regardless of the amount the local tax effort raises. At the top level of adequacy, local communities may vote a tax rate to generate $900 per K-6 child with some state support. Beyond the adequacy level, local districts may spend to any limit. It must be emphasized that the rate a community chooses under this scheme is only the school tax rate. The regular municipal tax rate is unchanged.

The two top levels require voter mandate to tax at a higher rate similar to Coons, Clune and Sugarman's concept of a community collectively choosing the level of its effort in regard to education. The constraints of low income or municipal burden are ignored.

The four level system would divert only $8 or $9 million to poor school districts. The plan includes an allocation formula based on need which would distribute $250 million over three years. The formula takes into account three factors: family poverty, pupil transiency and bilingualism. (See Appendix 1 for the formula.)

Unanswered Questions

As yet, no state has adopted a post-Serrano reform of education financing. It is unlikely that vast changes will be made quickly by state legislatures, but rather that incremental reforms will occur. Many issues are as yet unresolved, but they may be at least suggested.

If a state were to adopt a plan such as New York ---

How much variation in expenditures should be allowed? Should wealthy communities be allowed to tax themselves at any rate as contemplated in the State Board's plan for California? Some plans allow 20% leeway in local tax rates (Massachusetts Master Tax Plan). Testimony on the Rodriguez case claims 10% is the maximum allowable variation. New York's Commission would allow no variation below the 65th percentile for poor districts and no raising of current expenditure for rich districts.

What role will teacher unions play in state funding of education? Will collective bargaining at the state level produce statewide teacher strikes? If per pupil expenditures are frozen as in the New York plan, will increases in teacher salaries result in decreases in other services? (Approximately 70% of any district's budget is for instructional salaries.) Berke looks forward to a slightly different effect of statewide education financing on teacher unionism. "Statewide bargaining with teachers' unions might serve to slow down the rise in personnel costs and permit a higher proportion of educational resources to go toward non-salary, more directly educational, purposes."[5]

What will be the impact of state funding on community control of schools? With per pupil expenditures set at the state level, how will urban districts respond to increased demands by community groups for programs?

Assuming an influx of new money to poor districts, how will the new money be spent? What forces will cooperate at the local level to determine how the money will be spent?

If massive state funding of education is undertaken, what will happen to state categorical grant programs? To state matching funds?

Summary

This paper has outlined some of the recent developments in the school finance issue: inequity of statewide property taxes for education and distribution on the basis of educational need. Two major reforms proposals were described and several emerging concerns regarding inter-governmental relations and school governance were raised.

In Massachusetts, there has been no school finance court decision. Two reforms bills were proposed and both were placed into study by the Taxation Committee. (Senate 958 and Senate 985) The Master Tax Plan has yet to be considered as a total package by the Legislature. Governor Sargent has pledged his full support for the graduated income tax referendum, which will be decided by the voters in November. (In order to have graduated income tax rates, Massachusetts voters must vote to change their state Constitution which prohibits such rates. The referendum has come before the voters twice in the past and has been defeated both times.)

If the graduated income tax referendum is passed, and if the legislature votes the new graduated income tax rates, approximately $300 million in new state revenue would be raised. A new round of educational finance reform measures would then have a better chance of passage.

Urban interest, including Model Cities Agencies, must be represented in the preparation of reform legislation so that the pitfalls of a statewide property tax for education are avoided. In addition, a new formula based on educational need must be hammered out so that the cities may reap the benefits of the promise of Serrano and Rodriguez.

Appendix 1

$$1/3\left(\frac{V_1}{K_4} + \frac{V_3}{K_1} + \frac{\frac{100 - V_4}{2V_4 - 100}}{K_2}\right) \cdot K_3 \cdot V_5$$

Variables

V_1 = Direct Index of Bilingualism/Biculturalism
(Percent of Spanish surname and Oriental pupils) (lower limit .01)
V_3 = Index of Family Poverty (lower limit .01)
V_4 = Index of Pupil Stability (lower limit 66)
V_5 = Number of Pupils on AFDC

Constants

	Unified	Elem.	Second.
K_1 = State Average Index of Family Poverty	17.68	19.99	18.32
K_2 = State Average Index of Pupil Transiency	0.2076	0.2576	0.1944
K_3 = $300			
K_4 = State Average Index of Bilingualism	0.162	0.162	0.158

From: California State Board of Education plan for finance of education costs.

Appendix 2

City or Town	Equalized Property Value		Equalized Tax Rate		Per Pupil Exp. 1970-71		Per Capita Income[7]
	Per SAC[1]	Per NAM[2]	Total[3]	School[4]	Local[5]	Total[6]	
Bellingham	$ 12,614	$ 15,708	$ 57.12	$ 28.25	$ 327	$ 622	$ 2,010
BOSTON	15,290	22,467	133.28	22.63	571	935	2,400
Brockton	16,174	18,830	77.30	30.85	453	796	2,340
Brookline	55,556	67,589	52.51	17.36	1,200	1,470	4,200
CAMBRIDGE	35,164	49,377	70.06	20.92	966	1,327	3,100
Chelmsford	17,279	18,245	56.24	35.61	431	767	2,740
Chicopee	13,410	18,115	55.35	22.10	275	620	2,230
Dover	44,843	56,074	33.00	18.66	960	1,126	5,200
FALL RIVER	13,036	21,647	73.24	19.35	499	801	2,100
Fitchburg	20, 477	34,824	54.88	20.96	509	764	2,250
Gardner	18,911	27,957	48.96	16.43	410	702	2,320
HOLYOKE	18,551	25,844	53.35	19.25	409	623	2,380

[1]Equalized assessed valuation per School Aged Child, 1968-69.
[2]Equalized assessed valuation per public school child, 1970. (NAM = Net Average Membership)
[3]Equalized total tax rate, 1970, per $1,000 assessed valuation.
[4]Equalized school tax rate, 1970, per $1,000 assessed valuation.
[5]Local funds per pupil, 1970.
[6]Total per pupil expenditure, 1970-71.
[7]Per capita income.

City or Town	Equalized Property Value		Equalized Tax Rate		Per Pupil Exp. 1970-71		Per Capita Income
	Per SAC	Per NAM	Total	School	Local	Total	
Hudson	$ 15,099	$ 20,098	$ 54.90	$ 29.19	$ 314	$ 740	$ 2,250
Lawrence	17,441	28,645	56.17	16.06	476	794	2,200
Leominster	19,844	27,530	40.00	17.22	363	646	2,450
Lexington	25,285	26,975	59.15	34.85	785	1.092	3,610
Lincoln	33,467	45,773	46.81	26.66	963	1,421	5,650
Longmeadow	27,496	31,691	48.00	31.59	831	1,043	4,600
LOWELL	14,654	21,785	73.50	27.39	448	716	2,180
LYNN	24,272	34,187	60.00	18.88	526	751	2,330
Malden	17,751	23,960	68.34	19.77	421	735	2,380
Natick	26,633	28,540	51.44	25.40	639	873	2,700
NEW BEDFORD	13,376	22,098	66.14	21.96	344	768	2,220
Newton	31,488	38,369	58.76	28.78	1,005	1,233	4,000
Oxford	11,246	12,137	61.56	39.97	433	771	2,070
Somerville	16,333	23,870	88.04	22.15	469	756	2,170
SPRINGFIELD	15,833	21,830	65.50	27.80	469	787	2,430
Watertown	30,914	37,988	57.20	21.64	734	1,008	2,630
Wayland	27,206	31,048	51.60	31.73	800	1,123	3,770

City or Town	Equalized Property Value		Equalized Tax Rate		Per Pupil Exp. 1970-71		Per Capita Income[3]
	Per SAC[1]	Per NAM[2]	Total[1]	School[1]	Local[2]	Total[1]	
Webster	22,321	36,390	31.96	14.44	476	655	2,340
Wellesley	42,194	49,959	45.00	24.50	980	1,263	4,450
Weston	36,925	42,375	49.00	31.87	1,008	1,409	5,750
WORCESTER	16,676	23,139	85.84	30.73	607	942	2,550

Source: [1]Massachusetts Teachers Association, Research Bulletin No. 701-9, 1970, Background Data and Profile Sheets for Comparing School Districts in Respect to Payment of Adequate Salaries to Teachers.

[2]Massachusetts Department of Education, Division of State and Federal Assistance, Chapter 70 Distribution, 1970-71.

[3]Internal Revenue Service, Personal Income by Zip Code.

Footnotes

[1]Nanine Meikeljohn, "Implications of Serrano," paper, League of Cities and Conference of Mayors.

[2]National Education Finance Project, Alternative Programs for Financing Education, Vol. 5, 1971.

[3]The correst title is the New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education. Manly Fleischmann, Chairman. The Commission was created in 1969 by Governor Rockefeller and the State Board of Regents in conjunction with the state legislature.

[4]Joel Berke, Alan Campbell, Robert Goettel, "Revising School Finance in New York State: A summary of three studies conducted for the New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education," p. 13.

[5]Ibid., p. 20.

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Levin, Betsy, "Public School Finance: Who Pays, Who Benefits," paper presented at the 15th National Conference on School Finance, New York City, March 28, 1972.

Meikeljohn, Nanine, "Implications of Serrano," paper, League of Cities and Conference of Mayors.

Myers, Phyllis, "Second Thoughts on Serrano," City, Winter, 1971, 38-41.

National Education Finance Project, Alternative Programs for Financing Education, Vol. 5, 1971.

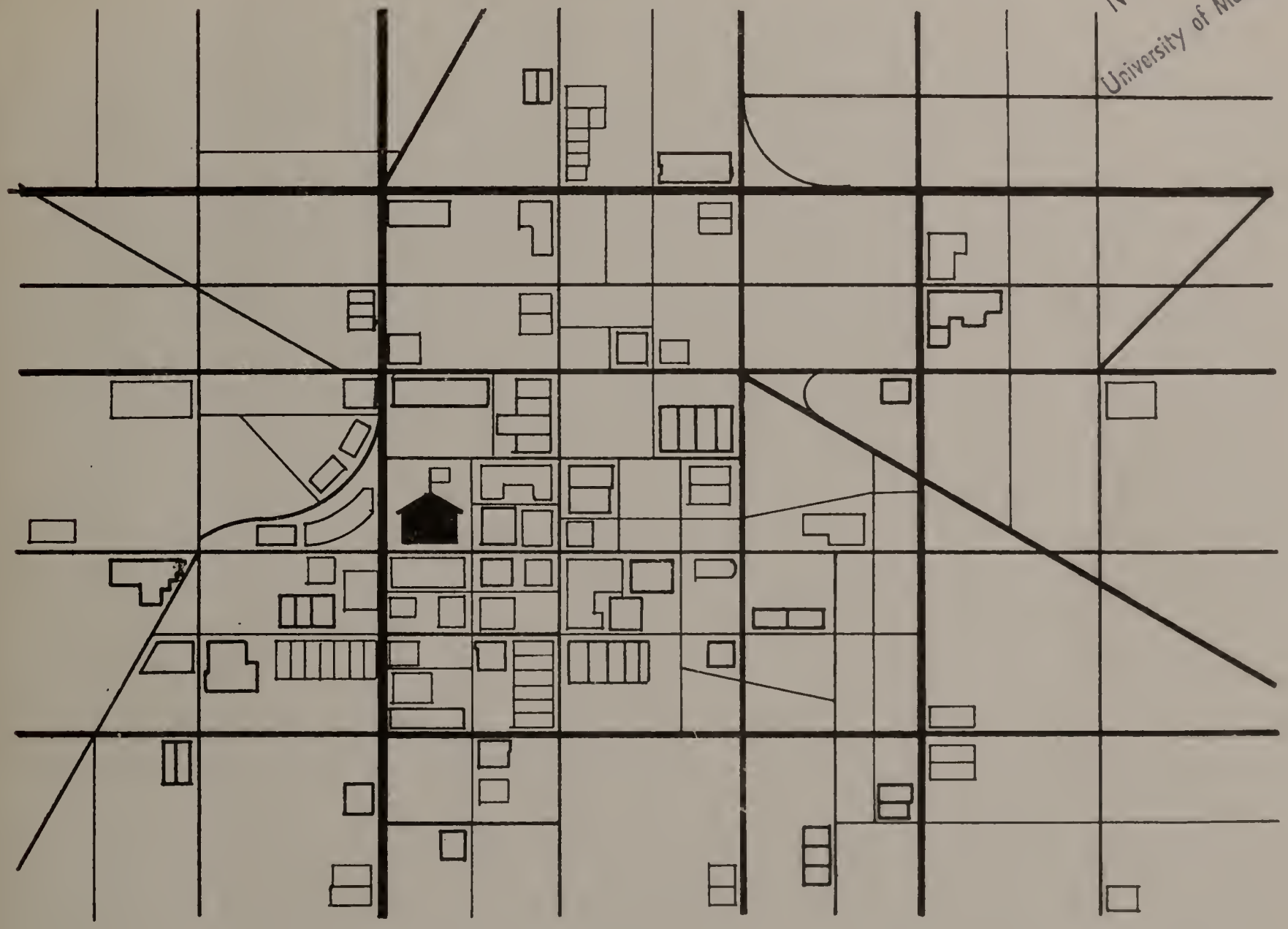
New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education, Chapter 2, School Finance: Toward Equality of Opportunity, January, 1972.

ED 21.6:6

Massachusetts Department of Education
Bureau of Equal Educational Opportunity

Government Documents
Collection
NOV 27 1972
University of Massachusetts

Schools for the City



A GUIDE TO EDUCATIONAL INFORMATION

Model Cities Bulletin No. 6
Publication No. 5950

October, 1972

Model Cities Bulletin Number 6, "A Guide to Educational Information," is a resource guide to materials available from state, federal and local sources: general information, program information, and statistics. It is designed to aid those interested in education by providing additional information on resources relating to areas of particular interest.

The collection of materials at the Department of Education's Educational Referance Center, government publications and other private sources were consulted in the compilation of the data.

The information was gathered by Angela Rufo and Judy Weinberg, both of the Bureau of Equal Educational Opportunity. Ms. Rufo worked for the summer in the Bureau under the Public Service Intern Program sponsored by the Department of Community Affairs. Angela is a junior at Boston University majoring in English, with an eye towards a career in journalism. She went about collecting this information through personal interviews and many hours of library research. Judy Weinberg worked in the Bureau for several months as a consultant, concentrating on the area of School Lunch. She was on leave from the Department of Community Affairs, where she is involved in a community action program. Editorial assistance was provided by Dorothy Osborn of the Bureau staff.

The research and writing of Schools For The City is one of the functions of the Bureau of Equal Educational Opportunity. The Bureau has five general objectives:

1. To eliminate the segregation and isolation of minority group students;
2. To increase the funding available to meet the educational needs of children of low-income families;
3. To increase state-wide awareness and responsiveness to these special needs among educators and the public;
4. To encourage respect for ethnic and linguistic diversity; and
5. To open the decision-making process at all levels in education to the recipients of educational services and their families.

In seeking to meet these objectives, the Bureau engages in analysis and efforts to change the operating priorities of the educational system in the interest of its target groups. The Bureau also provides direct technical assistance to organizations seeking to increase educational opportunity, and particularly to Model Cities agencies and school departments, upon request.

Catherine Minicucci
Editor, Schools For The City

Cover design by Eric Engstrom

INDEX

Subject	Page
Achievement	See Testing
Adult Education	1
Alternative Schools	1
American Indian	See Minorities
Bilingual Education	3
Black Americans	See Minorities
Black Studies	See Minorities
Budget	See Federal Aid See School Support
Buildings	See Facilities
Busing	See Transportation
Career Education	See Vocational Education
Certification	See Teacher Certification
Child Care	See Day Care
Chinese-Speaking	See Bilingual Education
Citizenship Education	6
College	See Higher Education
Curriculum Services	6
Day Care	7
Drop Outs	8
Drug Education	8
Early Childhood Education	See Day Care
Educational Resources	9
Emotionally Disturbed	See Special Education
ESL	See Bilingual Education

Enrollment	10
Equivalency	See High School Equivalency
Exceptional Children	See Special Education
Facilities	11
Federal Aid	12
Finance	See School Support See Federal Aid
Financial Aid	13
Food Services	13
GED	See High School Equivalency
Graduates	14
Greek-Speaking	See Bilingual Education
Handicapped	See Special Education
Higher Education	15
High School Equivalency	16
High School Graduates	See Graduates
Industrial Education	See Vocational Education
Kindergarten	17
Legal	19
Linguistic Minorities	See Bilingual Education
Library Service	See Educational Resources
Manpower Training	See Vocational Education See Adult Education
Mentally Retarded	See Special Education
Minorities	19
Non-public Schools	20
Nursery School	See Day Care
Nutrition Education	See Food Services
Occupational Education	See Vocational Education

Oriental American	See Minorities
Parochial Schools	See Non-public Schools
Preprimary Education	See Day Care
Preschool Education	See Day Care
Private Foundations	21
Private Schools	See Non-public Schools
Salaries	22
Scholarships	See Financial Aid See Private Foundations
School Buildings	See Facilities
School Committees	22
School Facilities	See Facilities
School Lunch	See Food Services
School Support	23
Spanish-speaking	See Bilingual Education
Special Education	24
State Aid to Education	See School Support
Students' Rights	25
Subsidies	See Federal Aid See School Support
Teacher Certification	25
Teacher Training	26
Teacher Salaries	See Salaries
Technical Education	See Vocational Education
Testing	26
Transportation	26
Tutoring	27
University Education	See Higher Education
Vocational Education	28

ACHEIVEMENT
(See Testing)

ADULT EDUCATION

General

Department of Education
Bureau of Adult Education and Extended Services
182 Tremont Street, 6th floor
Boston, Massachusetts 02111 727-5778

A complete listing of programs in adult education currently operating in this state is available upon request from this Bureau, including information concerning particular high school credit and non-credit programs, correspondence and civic education programs, as well as background information about the adult education program.

Statistics

"Adult Education Basic Education Program Statistics"
This annual HEW publication is a compilation of the statistical data concerning adult education programs which are available on the federal, regional and state levels. Data is broken down into the grade level attained by the participants, sexual and ethnic composition of the enrollment; some data is also provided on the characteristics of the staff.
Cost: $.50
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

See Also: Vocational Education, High School Equivalency

ALTERNATIVE SCHOOLS

General

"Alternative Schools: A Practical Manual"
Discusses legal and other problems which alternative schools might face in Massachusetts.
No charge.
Center for Law and Education
38 Kirkland Street
Cambridge, Massachusetts 02138

Foundations for Change, Inc.
1619 Broadway
New York, N. Y. 10019
This group produces and distributes free multi-media study materials on racism, poverty and urban problems for use as teaching aids.

Center for Educational Reform
c/o National Student Association
2115 S Street, N.W.
Washington, D.C. 20008

The Center publishes "Edcentric, A Journal of Education Change" monthly, except for August, September and December, for $5.00 per year. They also publish the "Center for Participant Education Catalogue," a model free-school catalogue, and the "New Schools Manual," a how-to booklet, both free.

"The New Schools Exchange Newsletter"
A central resource for people involved in alternatives in education. A subscription includes the newsletter, a Directory of New Schools, listings of regional clearinghouses and periodic position papers.

Cost: $10.00 for 12 months or $5.00 for 5 months
301 East Canon Perdido
Santa Barbara, California 93103

Vocations for Social Change
351 Broadway
Cambridge, Massachusetts 02139 661-1570, 661-1571

VSC is a clearinghouse for information on many different subjects relating to alternative life styles, including alternative schools. They have an extensive library of publications from around the country. They have speakers available to come to your school or community group, and can put you in touch with other groups with similar interests.

The Education Center
57 Hayes Street
Cambridge, Massachusetts 02139

A clearinghouse, providing information on educational alternatives throughout New England: they publish a bi-monthly newsletter on the free school movement, with a concentration on New England.

Cost: $3.00 per year
"Centerpiece"

Programs

"New Schools: a National Directory of Alternative Schools"
In October, 1971, the Cambridge Institute compiled this directory of most of the schools in the country which are operating on an innovative philosophy. Over 300 new or free alternative institutions are listed with pertinent facts, including enrollment figures, age range and staff numbers.

Cost: $1.25
The New Schools Directory
c/o the Cambridge Institute
1878 Massachusetts Avenue
Cambridge, Massachusetts 02140

AMERICAN INDIAN
(See Minorities)

BILINGUAL EDUCATION

General

"The Bilingual Law"
Copies of the 1972 Bilingual Law are available, translated into Spanish, Portuguese, Italian, French, Greek and Chinese.

No charge.
Bureau of Equal Educational Opportunity
Department of Education
182 Tremont Street
Boston, Massachusetts 02111 727-5880

"The New Bilingual Law and Beyond"
This brief Model Cities Bulletin, published in January of 1972, analyzes the new bilingual law, its development and implementation. Specific programs in Massachusetts are described. This report would be most useful to interested citizens wishing to gain a general understanding of the subject.

No charge.
Bureau of Equal Educational Opportunity
Department of Education
182 Tremont Street
Boston, Massachusetts 0211 727-5880

State Census Bilingual Information Center
In the Office of the Secretary of State of Massachusetts, this center has been established to act as a liason between the Spanish-speaking community and the state government. It operates as a source of information concerning legislative practices. The Center will translate laws and documents and will provide services which will assist in fostering a better understanding of rights and opportunities of Spanish-speaking citizens. Tours of the State House given in Spanish can also be arranged through this office.

"Proyecto LEER Bulletin"
This bulletin is useful if you are looking for easy-to-read materials in Spanish. Proyecto LEER is sponsored by Books For The People Fund, Inc., in collaboration with the Organization of American States. The Bulletin has three parts: 1) information on organizations, laws and news related to the Spanish-speaking 2) listing of books (extensive annoted bibliographies of children's and adult books that are currently available, and 3) listing of publishers and distributors and their addresses.

Proyecto LEER
Library Development Program
Organization of American States
Washington, D.C. 20006

The Office of Spanish-Speaking American Affairs
U.S. Office of Education
Department of Health, Education and Welfare
400 Maryland Avenue, S.W.
Washington, D.C. 20202
The Office distributes material on library services for Mexican-Americans tips on colleges for minority students, statistical information, lists of

Spanish-speaking community organizations, information on bilingual programs, bibliographies for Chicano studies, etc. The Office also distributes a "Report" each year. ("Report from Office for Spanish-Speaking Affairs")

Programs

Cardinal Cushing Spanish Center
1365 Washington Street
Boston, Massachusetts 542-9292

This community-based organization sponsors a work-incentive program with special consideration given to the Spanish-speaking. Adult education workshops in English and mathematics and tutoring for school children are also provided.

Chinatown Little City Hall
14 Oxford Street
Boston, Massachusetts 542-5931

The education programs that this organization sponsors include basic English skills for working Chinese-speaking adults. Tutoring programs are also offered to supplement ordinary school programs.

Columbia Point APAC
20 Montpelier Road
Dorchester, Massachusetts 288-0400

Numerous programs have been initiated from this office in Spanish and English: tutorial services, educational counseling and college referral. The agency acts as an advocate for the implementation of various social service programs operating on a city-wide basis, such as providing information to individuals about the high school equivalency exam.

Puente (Bridge)
Educational Resource Center
531 Massachusetts Avenue
Boston, Massachusetts 266-1142

Although this organization does not sponsor educational programs of its own, it functions as an invaluable reference source for individuals making inquiries.

Hellenic Educational Center
14 Magazine Street
Cambridge, Massachusetts

This agency concentrates on providing educational services to Greek-speaking adults.

SNAP - South End Neighborhood Action Program
109 West Brookline Street
Boston, Massachusetts 267-7400

This community-based group offers programs in English as a second language for the Spanish-speaking, tutoring and adult basic education as well as preparation for the high school equivalency exam.

Spanish Alliance
655 Dudley Street
Roxbury, Massachusetts 427-7176

The Alliance sponsors numerous programs for the Spanish-speaking which include: preparation in Spanish for the high school equivalency exam, basic English skills in medical, clerical and automotive terminologies and conversational Spanish and typing classes.

See Also: Minorities

BLACK AMERICANS
(See Minorities)

BLACK STUDIES
(See Minorities)

BUDGET
(See Federal Aid, School Support)

BUILDING
(See Facilities)

BUSING
(See Transportation)

CAREER EDUCATION
(See Vocational Education)

CERTIFICATION
(See Teacher Certification)

CHILD CARE
(See Day Care)

CHINESE-SPEAKING
(See Bilingual Education, Minorities)

CITIZENSHIP EDUCATION

General

The Department of Education
Bureau of Civic Education
182 Tremont Street
Boston, Massachusetts 02111 727-5768

COLLEGE
(See Higher Education)

CURRICULUM SERVICES

General

"Directory for Environmental Education"
In 1971, this 71-page report about programs in environmental education was published. The data is listed by program name and specific subject area. The description of each program is followed by a listing of related materials.
Cost: $1.50
Stock No. 471-14394
National Science Teachers Association
1201 16th Street, N.W.
Washington, D.C. 20036

"The Directory of Environmental Sources"
The National Foundation for Environmental Control has published an excellent source book enumerating all the research possibilities for environmental studies. U.S. Government Offices, citizen organizations and educational institutions are listed along with magazines, reports, books and films relating to the subject. Each source is accompanied by a description and information as to where it can be obtained. It appears to be an invaluable aid for teachers. Contact the Foundation at:
151 Tremont Street
Boston, Massachusetts 02111

Programs

The Department of Education
Bureau of Curriculum Services
182 Tremont Street
Boston, Massachusetts 02111 727-5790

One of the tasks of the Bureau is to administer the federal funds given to the State under Title III of the Elementary and Secondary Education Act (Projects to Advance Creativity in Education). These grants go to innovative programs in education and the Bureau publishes much material concerning these programs, which is available at no charge through the office on a first-come-first-serve basis or by mailing list.
"Potpourri: A Guide to the New Social Studies" New methods in teaching social studies in elementary and secondary schools.
"Kaleidescope": A periodically published magazine describing new educa-

tional practices.
"Minorities in the Curriculum": A 1969 publication of programs and materials in Massachusetts schools, relating to minority groups.
"Creative Kindergarter Education": A description of various innovative preschool programs and resources for planning new ones.
"Education for Survival": A complete listing of Massachusetts resources for environmental education programs and institutions.

See Also: Minorities

DAY CARE

General

"Child Care in Massachusetts"
In 1972, the Massachusetts Advisory Council on Education compiled a comprehensive report on child care. The data examines the historical background on day-care and kindergarten facilities. Information is also provided on various concerned agencies and towns which offer programs.

Massachusetts Advisory Council on Education
182 Tremont Street
Boston, Massachusetts 02111

Programs

"4-C" (Community Coordinated Child Care)
The 4-C is a body of local citizens, officials and parents who are trying to systematize existing day-care programs for children in their respective areas, and to create new programs where needed. They receive much information useful to groups and individuals interested in day-care. To be put in touch with the groups in your area, contact:

Gwen Morgan
Executive Secretary, 4-C Committee
100 Cambridge Street, Room 908
Boston, Massachusetts 02202 727-8350

"Early Childhood Development: Alternatives for Program Implementation in theStates"
This 1971 booklet includes recommendations to the states about federal grants and how they are obtained. Certain information is also available about state programs and certification.

Cost: $1.00
Education Commission to the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Statistics

"Facts on Day Care in Massachusetts"
This is a compilation of the most recent statistics and data on day-care services and day-care needs in Massachusetts.

(cont.)

No charge
Susan Brown
4-C Office, Room 908
100 Cambridge Street
Boston, Massachusetts 02202 727-8350

"Preprimary Enrollment"
HEW publishes this yearly study of early childhood education. Statistics included refer to rates of family income of children who attend preprimary schools. The data also examines the type of occupations of the children's parents, regional data, and attendance information, along with the racial composition of the schools. The study was compiled by the National Center for Educational Statistics.

Cost: $.35
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

DROP-OUTS

There is very little information available on drop-outs. The data which is kept is normally recorded by the local school systems. The State Department of Education does not compile analyses on the sexual or racial composition of those students who drop out of school, nor state, regional or federal comparisons of data. Drop-out information collected by the State is not published; citizens should contact their local school system's guidance department for information.

DRUG EDUCATION

General

"School Drug Policies"
The Massachusetts Department of Education has published a short report suggesting policies for school administrators to follow when they are confronted with a situation involving drugs. The publication is designed to aid teachers and principals and offers a listing of referral agencies to help students.

No charge
Student Services Office
182 Tremont Street
Boston, Massachusetts 02111

Drug Education Branch
Division of Program Resources
Bureau of Educational Personnel Development
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The National Drug Education Program in the U.S. Office of Education has funds for "planning and carrying out community oriented education programs on drug dependency and drug abuse, which are available to public or private nonprofit agencies, organizations and institutions.

EARLY CHILDHOOD EDUCATION
(See Day Care)

EDUCATIONAL RESOURCES

General

Bureau of Public Information
182 Tremont Street
Boston, Massachusetts 02111 727-5792

Educational Reference Center
182 Tremont Street, 11th floor
Boston, Massachusetts 02111

This small library, provided forthe use of the Department of Education, is a private resource center. Although it is not generally used by the public, the valuable reference sources located there, such as the statistical information on budget, might be useful to anyone interested.

Bureau of Library Extension
648 Beacon Street
Boston, Massachusetts

This library is a service organ for the state library system. The Bureau supplements the existing library resources in the State and is able to lend large numbers of books to agencies affiliated with State public schools, penal institutions, etc. This would be a good source for teachers interested in extending the amount of reading material they are able to offer their students.

ERIC (Educational Resources Information Center)

ERIC is an exhaustive compilation of current educational resources that have been reproduced on microfiche, and then put in collections in numerous libraries around the country. Research reports, program descriptions, bibliographies, state of the art papers, conference proceedings, and speeches are all included in the system. Every report in ERIC is assigned a number, and is indexed in "Research in Education," published by the U.S. Office of Education. To locate your nearest ERIC collection, call or write:

Educational Reference Center
182 Tremont Street
Boston, Massachusetts 02111 727-5749

Programs

The Children's Museum
Teachers' Center, The Jamaicaway
Boston, Massachusetts 02130 522-4800

This is a free resource and materials center and library which is open to any adult. Staff members are available to help you think out projects for your classroom or group, and to refer you to others who could be of help. They also conduct workshops on various topics, such as the American Indian, for which there are free film/discussion programs on new developments in education. (Fall hours: Mon. - Fri. 10-6, Thurs. 10-9, Sat. 1-5)

EMOTIONALLY DISTURBED
(See Special Education)

ENGLISH AS A SECOND LANGUAGE
(See Bilingual Education)

ENROLLMENT

General

"Public School Directory"
Each year this directory of all public schools in the state is published. The summary includes names of schools in each system, the grade range, principal's name, etc. It would be useful for community organizations who need to contact the various school systems.

No charge
Division of Research and Development
182 Tremont Street, 9th floor
Boston, Massachusetts 02111

"Education Directory: Public School Systems"
In 1971, the National Center for Educational Statistics compiled this 302 page directory for all public elementary and secondary schools. The data is recorded for the nation, by state, with the grade span and the enrollment figures given.

Cost: $2.25
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

Statistics

"Professional Staff Survey"
This brief annual bulletin summarizes the characteristics of the Massachusetts staff of educators. Figures indicate the percentage of staff by race, including counselors. Also shown are the percentage of teachers by education, age, and salary, and a teacher's education in relation to the number of non-white pupils.

No charge
Division of Research and Development
182 Tremont Street
Boston, Massachusetts 02111

"Yearly Racial Census"
Since 1965, all school systems in the Commonwealth have been required to compile a racial census of their students in October of each school year, indicating the percentages of white and non-white students. This information is available for reference at:

Bureau of Equal Educational Opportunity
182 Tremont Street, 6th floor
Boston, Massachusetts 02111 727-5880

"Directory of Public Elementary and Secondary Schools"
HEW publishes an annual directory which examines the racial and ethnic composition of the enrollment and staff in each public school in the country.

Cost: $10.25
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

"Statistics of Local Public Schools"
This HEW publication shows the enrollment figures for each school system in the country ranked from the largest to the smallest. It is published on a yearly basis.

Cost: $1.50
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Digest of Educational Statistics"
HEW periodically publishes this regional survey of statistics. It provides percentages on racial composition, percentages of non-English speaking students, and the student/faculty ratio on a region by region basis.

Cost: $4.25
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Facts About Massachusetts School Staff"
This one-page bulleting presents some very general characteristics of school staffs. Percentage rates deal with the sexual and racial composition of the professional staff and information relating to administrative and health personnel.

No charge
Division of Research and Developemtn
182 Tremont Street, 9th floor
Boston, Massachusetts 02111

EQUIVALENCY
(See High School Equivalency)

EXCEPTIONAL CHILDREN
(See Special Education)

FACILITIES

General

Division of School Building Assistance
178 Tremont Street, 8th floor
Boston, Massachusetts 02111

"A Systems Approach for Massachusetts Schools"
This report was published in November of 1971 by the Massachusetts Advisory Council on Education; it is a broad study "of school building with particular emphasis on the feasibility of implementing building systems in the planning and construction of schools in the Commonwealth of Massachusetts." It is available for reference in libraries throughout the state.

Massachusetts Advisory Council on Education
182 Tremont Street, 13th floor
Boston, Massachusetts 02111

Statitics

"Public School Directory"
Included in this bulletin are the numbers of publuc schools operating in the state, their locations and the number of classrooms. This is a statistical report and does not deal with the condition of any school building.

No charge
Division of Research and Development
182 Tremont Street, 9th floor
Boston, Massachusetts 02111

FEDERAL AID

Statistics

"Directory of Federal Statistics for States: A Guide to Sources"
The U.S. Department of Commerce compiles a listing of statistical data for HEW, most recently in 1967, which includes a listing of government programs and a state-by-state listing of fiscal information.

Cost: $2.25
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Federal Aid to Education"
This annual publication summarizes all Public Law entitlements and fiscal allotments with names of contact persons in the appropriate agencies.

No charge
Division of State and Federal Assistance
178 Tremont Street
Boston, Massachusetts 02111

"Financial Statistics of Institutions of Higher Education"
HEW compiles annual figures on the amount of federal aid granted to individual public and private colleges and universities and to each state for higher education.

Cost: $.65
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Public School Finance Program"
HEW publishes an annual finance listing showing the percentage of local, state and federal finances for the public schools, along with a breakdown into specific programs.

Cost: $3.50
Superintendent of Documents
Washington, D.C. 20402

FINANCE
(See Federal Aid, School Support)

FINANCIAL AID

Programs

"Financial Aid for Higher Education
This 1968 publication f om HEW provides a good general description of the financial aid monies available through federal programs, with names of colleges and a listing of the types of aid they offer. Some discussion concerns the possibilities for aid from private sources.
Cost: $1.00
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

General

Bureau of Higher Education
Scholarship Office
182 Tremont Street
Boston, Massachusetts 02111

See Also: Private Foundations

FOOD SERVICES

Programs

Bureau of Nutrition Education and School Food Services
182 Tremont Street, 10th floor
Boston, Massachusetts 02111 727-5764

The Bureau is responsible for the National School Lunch Program, Special Milk Program, School Breakfast, Special Food Services, Program for Children, and Non-Food Assistance. Grants from the Bureau are made to local school departments and provide for food and equipment. As well, grants are made to Day Care programs for food and equipment to expand the programs. They publish periodical material which is readily available from their office. Publications include:
"Focus on Nutrition:" A teacher's guide to incorporating the nutrition education program into the regular curriculum.
"Massachusetts Nutrition and Food Programs:" A guide to what is available who is eligible and where to go for help.

General

"If We Had Ham, We Could Have Ham and Eggs. If We Had Eggs."
This document is an in-depth study of the National School Breakfast Program. It presents the legislative background of this program, defines the need for breakfasts, shows the gap between present programs and the unmet need, and presents practical alternatives for starting new programs.

Cost: $2.00
The Food Research and Action Center (FRAC)
401 West 117th Street
New York, N.Y. 10027 (212)666-3004

"CNI Weekly Report"
This report brings up-to-date information on nutrition legislation and programs, as well as other anti-poverty news. It is published by the Community Nutrition Institute, an OEO funded organization that also runs workshops on a variety of nutrition related issues, as well as serving as a watchdog on governmental activities.

Cost: Full membership dues $25.00 and up annually, of which $10.00 is for a year subscription (published weekly)
Community Nutrition Institute
2029 K Street, N.W.
Washington, D.C. 20006

"Food For The Schools"
One of the series of bulletins entitled "Schools for the City," being produced by the Bureau of Equal Educational Opportunity. This bulletin analyzes food programs available to Massachusetts schools, and presents a case study of one exemplary school lunch system.

No charge
Bureau of Equal Educational Opportunity
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111 727-5880

GED

(See High School Equivalency)

GRADUATES

Statistics

"Distribution of Graduating Class"
There is an annual compilation of the proposed plans of every high school senior graduating from public school in the state of Massachusetts. This information indicates the number of graduates, the number of students who will attend four-year private colleges, four-year public colleges, two-year private colleges, two-year public colleges, nurse's training, military service and work.

No Charge
Division of Research and Development
182 Tremont Street, 9th floor
Boston, Massachusetts 02111

GREEK-SPEAKING
(See Bilingual Education)

HANDICAPPED
(See Special Education)

HIGHER EDUCATION

General

Board of Higher Education
182 Tremont Street, 11th floor
Boston, Massachusetts 02111

Program

"New England Colleges, Universities and Institutes"
This annual directory contains a complete listing of all area colleges: public and private, their locations, tuitions, required tests, financial information and enrollment.
Cost: $1.00
New England Board of Higher Education
20 Walnut Street
Wellesley, Massachusetts

"Directory of Predominantly Negro Colleges and Universities in the U.S."
This 1969 report offers a complete listing of four-year colleges, with types of degree programs offered and sexual composition indicated.
Plans for Progress
1300 G Street, N.W.
Suite 703
Washington, D.C. 20006

"Continuing Education Programs and Services for Women"
The Department of Labor compiled this 1968 study, listing schools with special programs offered for adult women and related services offered by the state.
Cost: $.40
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Statistics

"Education Directory"
The National Center of Educational Statistics compiled this 1971 report on public and private schools. Information includes school location, programs sponsored by the state and the sexual composition of the enrollment.
Cost: $3.75
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Advanced Degrees"
In 1968, HEW published this study of advanced degrees conferred. Statistics show the sexual composition of the programs in various public and private schools.

Cost: $1.00
Superintendent of Documents
Government Pringting Office
Washington, D.C. 20402

"Opening Enrollment in Higher Education"
HEW publishes an annual report of enrollment by state in all public and private schools. Also given is the sexual composition of the class and full or part-time attendance status.

Cost: $.40
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Negro and Other Minority Enrollment at 2,350 Colleges"
This bulletin-type report from the Office of Civil Rights analyzes the enrollment figures for 1970 in many public and private institutions, giving the total enrollment figure and the number of Negro and other minority students. The report was compiled from statistical information from the Chronicle of Higher Education.

Office of Civil Rights
Department of Health, Education and Welfare
Washington, D.C. 20402

"The State Colleges of Massachusetts"
This lengthy study of the state college system analyzes the enrollment characteristics of these schools. Data is given on the socio-economic background of the students.

Massachusetts Advisory Council on Education
182 Tremont Street
Boston, Massachusetts 02111

HIGH SCHOOL EQUIVALENCY

General

High School Equivalency Program
182 Tremont Street, 3rd floor
Boston, Massachusetts 02111

The Massachusetts Department of Education awards High School Equivalency Certificates to applicants who reside in Massachusetts, are over 18 years of age and successfully complete a battery of five tests, which include basic proficiency in English, social studies, mathematics and natural sciences. The tests are also administered in Spanish, and should specifically be requested in that language. The Bureau of Adult Education offers a course for review which is available through their office at 182 Tremont Street, 6th floor, Boston.

GED Testing Service
American Council on Education
1 Dupont Circle, N.W.
Washington, D.C. 20036

This service provides information on the GED including a list of the official testing centers and a bulletin listing colleges and universities which accept the GED as partial basis for admission. Forms of a Spanish GED test are also available.

Programs

The following community groups offer review programs for equivalency tests:

Columbia Point APAC
20 Montpelier Road
Dorchester, Mass. 288-2400

John F. Kennedy Family Service Center
27 Winthrop Street
Charlestown, Mass. 241-8866

Roxbury Educational Center
25 Whittier Street
Roxbury, Mass. 445-1692

Roxbury - North Dorchester APAC
2249 Washington Street
Roxbury, Mass. 445-0730

Spanish Alliance (preparation in Spanish)
655 Dudley Street
Roxbury, Mass. 427-7175

SNAP (South End Neighborhood Action Program)
109 West Brookline Street
Boston, Mass. 267-7400

HIGH SCHOOL GRADUATES
(See Graduates)

INDUSTRIAL EDUCATION
(See Vocational Education)

KINDERGARTEN

General

Bureau of Curriculum Services
182 Tremont Street, 5th floor
Boston, Mass. 02111 727-5750

"Regulations for School Year and School Day"
"Administrative Guidelines - Kindergarten"
Regulations and guidelines for kindergarten class size, facilities, teacher certification, length of school day and year, etc. Available upon request.

"Why Public Kindergartens?"
This bulletin put out by the Depatment of Education discusses the value of incorporating a public program of public kindergarten education in every public school system. It is a documented research on the effect of preprimary exposure to education on the development and subsequent performance of children.

"Early Childhood Education (Facilities Planning Guide)"
A brochure of suggestions and guidelines relating to adequate facilities for school systems which must provide space for kindergarten education. Prepared by the School Building Assistance Bureau with an accompanying bibliography for those who wish to extend their study more specifically.

School Building Assistance Bureau
182 Tremont Street
Boston, Massachusetts 02111 727-5780

Program

"Kindergarten Curriculum Resource Guide"
Prepared to assist teachers and administrators in the Commonwealth in their task of developing and implementing meaningful, worthwhile kindergarten programs (as a result of the Board of Education's mandate to establish public kindergartens in all school districts by September of 1973. Includes a bibliography and suggested list of instructional materials.

No charge
Bureau of Curriculum Services
182 Tremont Street
Boston, Mass. 02111 727-5750

LEGAL

Programs

Center for Law and Education
Harvard University
38 Kirkland Street
Cambridge, Mass. 02138 495-4666

Staff lawyers will give advice to anyone on any area of educational law. Their magazine, "Inequality in Education," is available free upon request.

LINGUISTIC MINORITIES

(See Bilingual Education)

LIBRARY SERVICES

(See Educational Resources)

MANPOWER TRAINING

(See Vocational Education; See Also Adult Education)

MENTALLY RETARDED

(See Special Education)

METROPOLITAN CULTURAL ALLIANCE

Metropolitan Cultural Alliance
6 Beacon Street
Boston, Mass. 723-4050

This organization of about eighty cultural institutions in Massachusetts hopes to provide services for groups interested in promoting cultural awareness. They would be willing to help teachers by providing information about innovative curriculum and demonstrate the availability of community projects in education.

See Also: Educational Resources

MINORITIES

Statistics

"HEW Directory of Public Elementary and Secondary Schools"

In their annual enrollment examination, the breakdown of school systems throughout the country includes the number of minority students enrolled.

Cost: $10.25

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Minority Group Reports"
These reports are available for reference; they indicate the composition of all schools in the Commonwealth, showing the distribution of minority group students. The reports were first available for the 1971/72 school year and will be compiled annually in the future.
Bureau of Equal Educational Opportunity
182 Tremont Street, 6th floor
Boston, Massachusetts 02111

Programs

"Bulletin of Council on Interracial Books for Children"
Cost: $3.00 per year
Council on Interracial Books for Children, Inc.
9 East 40th Street
New York, N.Y. 10016

"Diversity in the Curriculum: Minority Studies"
One of a series of bulletins entitled "Schools For The City," produced by the Bureau of Equal Educational Opportunity. This bulletin makes available program abstracts of 46 minority studies programs from around Massachusetts, including a contact person and program description.
No charge
Bureau of Equal Educational Opportunity
182 Tremont Street, 6th floor
Boston, Mass. 02111

NONPUBLIC SCHOOLS

General

"Nonpublic School Directory: Elementary and Secondary Schools"
The National Center for Educational Statistics periodically publishes this directory of all private, parochial and military schools in each state.
Cost: $2.25
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

NURSERY SCHOOL
(See Day Care)

NUTRITION EDUCATION
(See Food Services)

OCCUPATIONAL EDUCATION
(See Vocational Education)

ORIENTAL AMERICANS
(See Minorities; See Also Bilingual Education)

PAROCHIAL SCHOOLS
(See Non-Public Schools)

PREPRIMARY EDUCATION
(See Day Care, Kindergarten)

PRESCHOOL EDUCATION
(See Day Care)

PRIVATE FOUNDATIONS

General

"Foundations Directory, 4th Edition"
The Directory is the principal source of background information on foundations; it lists 5,454 major foundations, by state. Each entry includes the name, address and, when available, data on establishment, donor, purpose and activities, financial data for most recent year and names of officers and trustees.

Cost: $15.00
Columbia University Press
136 South Broadway
Irvington-on-Hudson
New York, N.Y. 10533

Associated Foundations of Greater Boston
One Boston Place
Boston, Mass. 742-8082

Here there is a library of materials on grants available, foundations, and much helpful information on preparing project proposals. You must call first for an appointment to use the library. Free.

See Also: Financial Aid

PRIVATE SCHOOLS
(See Non-Public Schools)

SALARIES

Statistics

"Higher Education Salaries"
The National Center for Educational Statistics publishes this annual analysis of salary scales. The data considers public and private institutions nationwide and compares them by region.
Cost: $.60
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Salary Schedules"
The salary scales for various positions related to education are listed in this summary. The publication is compiled periodically to report changes in salary, including such positions as superintendent, classroom teacher, secretary and custodian.
No Charge
Division of Research and Development
182 Tremont Street, 9th floor
Boston, Mass. 02111

SCHOLARSHIPS
(See Financial Aid, Private Foundations)

SCHOOL BUILDINGS
(See Facilities)

SCHOOL COMMITTEES

General

"The Powers and Duties of School Committees"
The Massachusetts Association of School Committees compiled this thirteen booklet series from 1958 - 1968, dealing with all aspects of the school committee. Included are considerations of financial powers, structure and operation, and teacher appointment.
Massachusetts Association of School Committees
2 Park Square, Room 302
Boston, Mass. 02111

SCHOOL FACILITIES
(See Facilities)

SCHOOL LUNCH
(See Food Services)

SCHOOL SUPPORT

Statistics

"Annual Report"
The Department of Education publishes the complete record of the state's budget for educational expenditures each year. This document provides enrollment figures for each school system, appropriations for each system, and a complete listing of all money sources. Also recorded is a complete listing of program expenses including, for example, the number of children requiring transportation. Although it is public information, this material is published only on computer print-out sheets. It is available for reference at:

Department of Education
Educational Reference Center
182 Tremont Street, 11th floor
Boston, Mass. 02111

"Educational Revenue and Expenditure Data"
A yearly report is compiled which corresponds to the fiscal year (July 1 - June 30). This publication considers the total source of funding, the rank of Massachusetts among the other states regarding the amount of funds granted, and an analysis of local tax dollars appropriated for education.

No Charge
Division of Research and Development
182 Tremont Street, 9th floor
Boston, Mass. 02111

"School Aid to Massachusetts Cities and Towns, Chapter 70 Amended"
This brief annual summary of finances lists numbers of school children, expenditures, amounts of reimbursement, and percentages of school aid.

No Charge
Bureau of Public Information
182 Tremont Street, 2nd floor
Boston, Mass. 02111

General

"From the State to the City: State Aid Formula"
"Ten Months After Serrano: the School Finance Dilemma"
These are two in a series of Model Cities Bulletins, called "Schools for the City," that have been produced by the Bureau of Equal Educational Opportunity. The first bulletin, issued in October of 1971, deals with the Serrano case and its impact on educational finance in Massachusetts. It focuses on the present system of state aid and proposals for new schemes of allocating tax revenues for education. The second bulletin is an update based on subsequent court rulings and their possible consequences in Massachusetts.

No charge
Bureau of Equal Educational Opportunity
182 Tremont Street, 6th floor
Boston, Mass. 02111

See Also: Federal Aid

SPANISH-SPEAKING
(See Bilingual Education)

SPECIAL EDUCATION

General

Division of Special Education
182 Tremont Street, 7th floor
Boston, Mass. 02111

Programs

"Directory of Resources for the Retarded in Massachusetts"
In 1969, the Bureau of Retardation and the Department of Education compiled a complete listing of all programs and facilities available for the mentally retarded in Massachusetts, including vocational schools, day schools and residential services. Both public and private institutions are listed and the publication is annually revised.

Cost: $2.00
Office of Developmental Disabilities
Cambridge Street
Boston, Massachusetts 727-4276

"Brandeis Project 750 Study Team"
In 1969, this special study group published this handbook for the Division of Special Education, listing the schools, private for the most part, which offer programs for the emotionally disturbed child. Detailed descriptions of curriculum are offered. The booklet is available for reference.

Educational Reference Center
182 Tremont Street, 11th floor
Boston, Mass. 02111

"A Guide to Service and Exclusion Policies in Public Programs"
The Bureau of Retardation completed this study in 1970, a useful aid for anyone wishing to understand the policies of institutions offering programs in Massachusetts. The guide considers vocational institutions, adult education, blind and handicapped education possibilities.

Cost: $.75
Office of Developmental Disabilities
Cambridge Street
Boston, Massachusetts 727-4276

"Mental Retardation Activities of the Department of Health, Education and Welfare"
In January of 1971, HEW published this document, in an effort to coordinate the programs into a readable summary for the public. The activities of all related agencies are explained.

Cost: $1.00
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

STATE AID TO EDUCATION
(See School Support)

STUDENTS' RIGHTS

General

"Your Rights as a Student"
This handbook, published in 1971, examines the Constitutional rights of students, personal rights concerning discipline, and curriculum.
Cost: $1.00
Massachusetts Law Reform Institute
2 Park Square
Boston, Massachusetts 02116 482-0890

"Guidelines for Student Rights and Responsibilities"
Available from:
Bureau of Equal Educational Opportunity
State Department of Education
182 Tremont Street
Boston, Mass. 02111

SUBSIDIES
(See Federal Aid, School Support; see also Financial Aid, Private Foundations)

TEACHER CERTIFICATION

General

Bureau of Teacher Certification
182 Tremont Street, 11th floor
Boston, Mass. 727-5726

"1968 Report"
All requirements for certification in Massachusetts are listed in this report. Available from:
Massachusetts Advisory Council on Education
182 Tremont Street
Boston, Mass. 02111

"A Manual on School Certification Requirements for School Personnel in the United States"
This booklet was published in 1967 indicating all certification requirements for each state, with regional comparisons. A good general directory.
National Educational Association Cost: $5.00
Publication Sales Section
1201 16th Street, N.W.
Washington, D.C. 20402

TEACHER TRAINING

General

Division of State and Federal Assistance
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111 727-5776

This Bureau is responsible for the Education Professions Development Act Part B-2, which makes money available for training teacher aides and for teacher training programs.

TEACHER SALARIES
(See Salaries)

TECHNICAL EDUCATION
(See Vocational Education)

TESTING

General

Local school systems maintain information about and results of various testing programs. Interested individuals should contact the guidance departments of their local school systems.

"Testing in Massachusetts"
This one-page report was published in 1970, offering some general information about testing programs in Massachusetts. The data indicates the types of tests used and frequency with which they are administered, offering a readable general summary for parents.
No charge
Division of Research and Development
182 Tremont Street, 9th floor
Boston, Mass. 02111

TRANSPORTATION

General

"Guidelines to School Transportation Services"
The Department of Education published a summary of transportation costs in 1969, listing state and public laws relating to the issue.
No Charge
Division of School Facilities and Related Services
182 Tremont Street
Boston, Mass. 02111

"Transportation"
In 1969 there was an account published indicating busing practices for regular, day-care and special education pupils.

No charge
Division of Research and Development
182 Tremont Street, 9th floor
Boston, Mass. 02111

TUTORING

Programs

Local APAC centers, the neighborhood area planning centers, frequently sponsor educational programs for the members of the communities which they serve. Current programs include:

Allston-Brighton APAC
141-3 Harvard Avenue
Allston, Mass. 783-1485

This group aims to aid in the development of enrichment of youths through community participation. Currently, the center is sponsoring tutoring programs for elementary school children with special attention given to the Spanish-speaking.

Dorchester Multi-Purpose Center
450 Washington Street
Dorchester, Mass. 288-2700

This Dorchester community group is a supporting agency for numerous other educational programs in the area. It sponsors a tutoring program for elementary school children which is run on a voluntary basis and is the location of a Head Start Center.

Jamaica Plain Neighborhood Action Center
30 Bickford Street
Jamaica Plain, Mass. 522-4250

This office sponsors adult education classes, educational counseling and tutorial services for area residents.

JFK Family Service Center
27 Winthrop Street
Charlestown, Mass. 241-8866

The educational services of this center consist mainly of the counseling and referral of youths. Frequently, a staff of volunteers sponsors a tutorial program for elementary school children.

North End Community Action Center
20 Parmenter Street
Boston, Mass. 723-9390

A Head Start Program, an elementary school tutorial service, and a speech therapy workshop are among the expanding number of programs that this community center is presently offering.

Roxbury Education Center
25 Whittier Street
Roxbury, Mass 445-1692

This community-based organization sponsors a tutorial program in collaboration with area colleges. Workshops are also offered in adult education, typing and probably bilingual education in Spanish and French in the future.

Education Warehouse
698 Massachusetts Avenue
Cambridge, Mass. 02139 868-3560

This group runs four main programs: education counselling and placement, tutoring for high school students, high school equivalency exam preparation for drop-outs, English as a second language (primarily for Spanish and Portuguese-speaking people).

See also: Bilingual Education

UNIVERSITY LEVEL

(See Higher Education)

VOCATIONAL EDUCATION

General

Division of Occupational Education
182 Tremont Street
Boston, Mass. 02111 727-5730

"Learning for Earning"
This short general pamphlet published in 1968 is designed to give information about the provisions of the 1968 Vocational Education Amendment and what opportunities might result from its implementation.

Cost: $.25
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Programs

"Criteria for Technical Education"
This 80-page guide examines the rapidly growing field of technical education. Designed primarily to aid in the development of programs, the 1968 study would probably be of assistance to planning groups, educators and guidance counselors, since its scope is so broad as to include all areas which the training of technicians would encompass.

Cost: $.45
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Vocational Education and Occupations"
This lengthy in-depth study, completed in 1968, describes the job market

information in terms of educational programs, for use by vocational educators in planning programs. Stress is made to relate the education skills directly to occupations. Since the study is somewhat difficult, it is probably best suited to the needs of educational planners and counselors.

Cost: $2.25
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"What Makes a Good School System"

This short bulletin, published in 1971, provides parentss and teachers with information about schools and programs, including which school systems offer programs in vocational education.

No charge
Division of Research and Development
182 Tremont Street, 9th floor
Boston, Mass. 02111

"Public Post-Secondary Programs in Massachusetts"

This mimeographed listing of vocational programs lists all courses offered to students in all public schools and community collegesin Massachusetts.

No charge
Division of Occupational Education
182 Tremont Street
Boston, Mass. 02111

Statistics

"Disadvantaged Urban Youth in Specialized Vocational School Settings"

This 135-page research paper, published in 1969, examines a group of educational institutions, three of which are located in Massachusetts, which are trying to expand their programs to encompass the special needs of "disadvantaged" youth. The survey studies important school and student characteristics: percentages of students by race and sex, family economic status, drop-out information and cost per pupil. The booklet is primarily designed as a critique with many recommendations, and would perhaps be most useful to community groups and educators.

No charge
Division of Research and Development
182 Tremont Street, 9th floor
Boston, Mass. 02111

"Annual Report"

This yearly report from the National Advisory Council on Vocational Education provides a complete source of statistical information on vocational education. Analyzes enrollment, numbers of schools offering programs, federal ssistance and teacher training.

Cost: $1.25
Superintendent of Documents
Governem ent Printing Office
Washington, D.C. 20402

ACME
BOOKBINDING CO., INC.
JAN 2 7 1985
100 CAMBRIDGE STREET
CHARLESTOWN, MASS.